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ABSTRACT

Location Decisions is a simulation game in which students obtain and evaluate information about several potential business locations in light of location requirements specific to their game businesses. In Location Decisions, the specific content area taught to students is the process for choosing a location for a small business; the basic skills practiced are problem solving by analysis and logic, decision making, and constructive group interaction to achieve a common goal. It simulates the research, analysis, and decision making a person must do to select an appropriate business location. As game administrator, the teacher prepares the materials, introduces the simulation, monitors the use of time and materials, directs the scoring, and guides the discussion after the simulation. All the materials needed to play the game are included in the guide. Following an overview of Location Decisions, the guide is divided into two parts. The first part contains detailed teacher's instructions for preparing for and managing the game, including pre-game necessities and instructions for each of the four to six periods required for the simulation. The second part of the guide contains the game materials, including student introduction, instructions for information gathering, scoresheet, administrator's tally sheet, and cost cards. (KC)

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INSTRUCTIONAL MATERIALS IN ENTREPRENEURSHIP

VOLUME III

"LOCATION DECISIONS"
A SIMULATION

By Jo Shuchat
Judith Otto

Based on Materials Developed
by Athena Corporation,
Bethesda, Maryland

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OVERVIEW OF "LOCATION DECISIONS"

Location Decisions is a simulation game in which students obtain and evaluate information about several potential business locations in light of location requirements specific to their game businesses.

A simulation is a carefully designed learning activity that is intended to foster learning in a specific content area as well as provide practice in one or more basic skills. It is experiential learning, where the rules students follow and the roles they play approximate those found in the "real world." As such, simulations have a number of advantages: they are fun to play, they encourage students to experiment with different strategies and decisions in a no-risk environment, and they give players an immediate sense of what the similar situation in the real world is actually like.

In Location Decisions, the specific content area taught to students is the process for choosing a location for a small business; the basic skills practiced are problem solving by analysis and logic, decision making, and constructive group interaction to achieve a common goal. It simulates the research, analysis, and decision making a person must do to select an appropriate business location.

Students play the roles of small business partners selecting locations for a pharmacy, a hardware store, and a convenience food store. Each partnership of two or three students is provided with a description of its business and a list of location requirements. There are nine locations for rent, each with different characteristics; none is perfect. Players obtain information about the sites from maps--a street map of the community, maps showing the features of the immediate neighborhood as one would see them by driving past the site, and Chamber of Commerce maps showing demographic data such as crime rate, income, age and family status, and bus routes. They also obtain information about the locations form "Information Sheets" of six sorts:

- Personal inspection of building,
- Walking tour of neighborhood,
- City Planning Office,
- Visit with former tenant,
- Visits with neighbors, and
- Follow-up visits to location.

Players have a limited amount of time to spend collecting the information, with each source of information costing "time units." (In the real world, one's time is indeed limited.)

When partners have obtained sufficient information and evaluated it, they make a first, second, and third choice of location. They then draw "chance cards" to see if they have gotten their first choices, to reflect the fact that in the real world this does not always happen.

Partners fill out score sheets, in which scores are calculated on the basis of how appropriate the location is for their business (as shown in the "basis for location ranking" charts); the costs for rent, insurance, and needed renovations; and the time units used. The partnership with the highest resulting "sales prospect score" is declared the winner.

As game administrator, the teacher prepares the materials, introduces the simulation, monitors the use of time and materials, directs the scoring, and guides the discussion after the simulation.

The game requires four to six class periods to play, including introduction, play, scoring, and post-game discussion.

"LOCATION DECISIONS"

TEACHER'S INSTRUCTIONS

A. PREPARATION

1. Planning Ahead

Allocating Time

Location Decisions will last from four to six class periods. However, your preparations for the game should begin long before it is scheduled.

At the beginning of the course: Before beginning the course, you should read the Introduction to the Game to familiarize yourself in a general way with the game.

Two weeks before this game: Begin preparing yourself to administer the game. If there are more than 18 students in the class, you will need to recruit and train a second administrator; if there are more than 36 students, you will need a third one.

It would be helpful, although not necessary for you (and for the other administrator, if you have more than 18 students) to have an assistant. Choosing a student for this role is not encouraged, for then he or she would not be able to play the game. If it is possible for you to enlist another teacher for the four to six periods required, you may want to do so. If you have an assistant, the simplest way for you to use her or him is for one of you to be responsible for making notations on the Administrator's Tally Sheet (there is one per business), and for the other to be responsible for receiving and handing out maps and information sheets.

At this time, you should read the instructions carefully and examine all of the playing materials to become familiar with them and to make sure that you have a complete set. If you need additional administrators, this is the time to recruit them and begin training them.

One week before the game: Begin preparing the playing materials. Determine number, type, and size of businesses to be used in the game. Very important: put yourself and any additional administrator(s) and assistants through a dry run of the game. You will all need to be familiar with the game materials and procedures. Each administrator will need a copy of these instructions.

In the "dry run," practice setting out the playing materials to find the arrangement that is most convenient for you. You will need a LARGE desk to hold all the piles of information sheets and maps needed in the game. Read aloud the script provided for introducing the game to the players and practice all of the administrative procedures described to make certain you understand them. Try filling out the players' scoresheet yourself; doing this will make it easier for you to explain it to the players.

Make sure you understand how the game is scored; in particular, study the location rankings for each business. If you are familiar with the rankings and the reasons behind them, it will be much easier to conduct the post-game discussion and to evaluate players' performance in the game.

Determining Number, Type and Size of Businesses

In order to prepare the playing materials for the game session, you will need to know how many businesses of each type will be included in your play of the game. Use the table on the following page to determine how your class should be divided.

If there are more than 18 students in the class, you will need a second set of game materials and a second administrator. Divide the class into two game groups as close to the same size as possible. Then use the table to determine how many businesses there will be in each game group and how many partners there will be in each business. If there are more than 36 students in the class, you will need a third set of game materials and a third administrator.

EXAMPLE: If there are 21 students in the class, you would divide the class into two game groups, with 10 players in one group and 11 in the other. In the first game group there would be five businesses: one hardware store, two pharmacies, and two convenience food stores, each with two partners. In the second game group there would be five businesses: two pharmacies and two convenience food stores, each with two partners, and one hardware store with three partners.

One way for you to simplify the game, if necessary, is to make all partnerships 3-person partnerships rather than 2-person. This will reduce the number of Administrator Tally Sheets you will need to work with, and will also reduce the number of students standing in line for more information sheets and maps.

Make your preparations for the game session on the basis of the number of students enrolled in the class--i.e., the maximum number that could be present for the game session. You may have to make adjustments the day the game is introduced because of absences, but doing so will be relatively easy if you have prepared for the maximum number of players possible.

DETERMINING NUMBER, TYPE, AND SIZE OF BUSINESSES

No. of Students in the Class	No. of Hardware Stores	No. of Partners in each	No. of Pharm-acies	No. of Partners in each	No. of Convenience Food Stores	No. of Partners in each	Total Number of Businesses
6	1	2	1	2	1	2	3
7	1	2	1	2	1	3	3
8	1	2	1	2	2	2	4
9	1	2	1	3	2	2	4
10	1	2	2	2	2	2	5
11	1	3	2	2	2	2	5
12	2	2	2	2	2	2	6
13	2	2	2	2	1 1	2 3	6
14	2	2	2	2	2	3	6
15	2	2	1 1	2 3	2	3	6
16	2	2	2	3	2	3	6
17	1 1	2 3	2	3	2	3	6
18	2	3	2	3	2	3	6

2. Preparing the Playing Materials

After you have determined the number, type, and size of the businesses to be represented in your play of the game, you can prepare the playing materials you will need. Use the list of playing materials below to determine how many copies of each item you will need. Make sure you have a complete set of game materials for each game group.

Obtain a 9" x 12" manila enevelope for each business; label the envelopes "Hardware Store #1," "Hardware Store #2," "Pharmacy #1" and so on, according to the number and type of businesses necessary for your class. In each envelope place the following:

1. a Student Introduction to Location Decisions,
2. a Business Profile for the appropriate type of business,
3. a copy of the Outline Map of Brentwood,
4. a copy of the List of Business Sites for Rent,
5. a copy of the Instructions for Information-Gathering,
6. a copy of the Information-Gathering Checklist.

3. The Game Materials

IN STUDENTS' ENVELOPES:

1. Student Introduction (one for each partnership). The student introduction to the game presents the players with detailed instructions for playing the game and explains the use of the game materials.

2. Business Profiles (one for each partnership). The business profiles introduce the players to their roles and give them information needed to choose a location for their business. The profile for each business includes location criteria specific to that business; general criteria of a good location are not included.

3. Street Map of Brentwood (one for each partnership). This map represents a city street map including only street names and block numbers.

4. List of Business Sites for Rent (one for each partnership). The nine business sites for rent in Brentwood are listed on this sheet, with the information that would be found in a classified newspaper advertisement.

5. Instructions for Information-Gathering (one for each partnership). These instructions give the players a list of the sources of information, how many time units they require, and what sort of information they provide.

6. Information-Gathering Checklist (one for each partnership). The checklist provides a place for players to make notes and to keep track of how many time units they have used and what they have used them for.

INFORMATION SOURCES

7. Chamber of Commerce Maps (4 different maps--a set for each partnership). There are four Chamber of Commerce maps of Brentwood--Crime Rate, Average Income, Age and Family Status, and Bus Routes. These maps represent information available from the local Chamber of Commerce.

8. Drive Past Location Maps (9 different maps--one copy of each partnership). These maps present the information a player would receive from one source about one location. There are six sources:

   - Personal Inspection of Building,
   - Walking Tour of Neighborhood,
   - City Planning Office,
   - Visit with Former Tenant,
   - Visits with Neighbors, and
   - Follow-up Visits to Location

   Each information sheet is labeled with Location #, Source of Information, and Time Units required. Unlike the Chamber of Commerce Maps and the Drive Past Location Maps (which the partnership may keep for the duration of the game), information sheets may only be borrowed one at a time and must be returned before another one is borrowed.

TEACHER CONTROLLED MATERIALS

10. Chance Cards (10 cards). The Chance Cards are used at the end of the information-gathering period to determine whether a player will receive his or her first, second, or third choice of location. They represent the real-world possibility of not being able to rent a preferred location.

11. Cost Cards (27 different cards--one of each type of business in each location). These cards inform players of the location score, rent, special renovation costs, and cost of insurance for the location they have rented.

12. Scoresheet (one for each partnership). This sheet is used to figure Cash on Hand and Sales Prospects Score.

13. Administrator's Tally Sheet (one for each partnership). On this sheet the administrator keeps track of what sources of information players have consulted, whether a player needs to return an information sheet before taking another one, and what locations are finally selected. This information is useful both during the game, for administrative purposes, and during the post-game discussion, for evaluation purposes.

4. Preparing the Players

The first units of the small business ownership and management curriculum constitute the main preparation of the players; all the needed information about starting a small business is presented in the course before the game is played. You should also let the students know ahead of time that they are going to be playing a simulation game and that it will give them a chance to try out some of the things they have been learning in class.

5. Preparation Summary

Time Required

Four to six 50-minute class periods

Suggested Sequence and Scope of Class Sessions

Period 1: Introduce the game to the players

Period 2: Play the game.*

Period 3: Conclude play of the game and score the game.

Period 4: Post-game discussion.

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* If students need more time to gather information about the locations, extra periods will be spent exactly like Period 2.

B. PERIOD 1

Checklist: Preparations Required for Period 1

TWO WEEKS AHEAD OF TIME:

- Read all instructions
- Examine all playing materials
- Recruit additional administrators if needed

ONE WEEK AHEAD OF TIME:

- Have a "dry run" of the game
- Study scoring system
- Determine number, type, and size of businesses needed for your group
- Assemble number of copies of playing materials needed for your group
- Prepare manila envelopes for businesses
- Inform players of game date
- Assemble scratch paper and pencils

THE DAY OF THE GAME SESSION:

- Arrange furniture in classroom
- Arrange playing materials on Administrator's desk

PERIOD 1: THE FIRST GAME SESSION

Teaching-Learning Activity: Introducing "Location Decisions" to students.

Time Required

Classroom administrative matters (roll-taking, etc.)	5 minutes
Introducing "Location Decisions" to students	40 minutes
Collection of playing materials	5 minutes
Total:	50 minutes

Materials Required: One manila envelope for each business, prepared as described previously.

Classroom Set-Up

1. Furniture. The classroom furniture should be arranged so that groups of 2-3 students can work easily together. The administrator will need a large desk or table from which to administer the game. If more than one group is required, it is best to put each game group in a separate room. If more that one room is not available, the groups should be separated as much as possible.

2. Playing Materials. The following playing materials should be arranged on the Administrator's desk:

   a. Previously prepared manila envelope containing: Student Introduction to "Location Decisions," Business Profile, Street Map of Brentwood, List of Business Sites for Rent, Instructions for Information-Gathering, and Information-Gathering Checklist.

   b. Teacher's instructions

The following materials will not be needed for Period 1: Chamber of Commerce Maps, Drive Past Location Maps, Information Sheets, Administrator's Tally Sheets, Chance Cards, Cost Cards, and Scoresheets.

As soon as you have determined how many students are present, you should make any necessary adjustments in the number, size, and type of businesses to be included in the game. If you have prepared for the maximum possible number of students, this will be easy; use the chart ("Determining Number, Type, and Size of Businesses") to determine what changes you must make. It will be helpful to write in the number of businesses and number of partners in each one in the appropriate place in the script, next page. You should also put any extra envelopes and other playing materials away.

1. Introducing the Game to Players

The following script may be used to introduce the game to the players. Sections of the script enclosed by boxes are also in the players' materials and will be read silently by the players while the administrator reads them aloud. If two or more game groups are playing in the same room, one administrator should introduce the game to all the players at the same time.

1. Tell the class:

> FOR THE PAST FEW WEEKS WE HAVE BEEN LEARNING ABOUT THE DECISIONS SOMEONE WHO OWNS A SMALL BUSINESS HAS TO MAKE IN STARTING A BUSINESS. TODAY WE ARE GOING TO BEGIN PLAYING A SIMULATION GAME. IN A SIMULATION GAME, PLAYERS TAKE THE ROLES OF PEOPLE IN A REAL-LIFE SITUATION. THE GAME WE WILL PLAY IS CALLED LOCATION DECISIONS. IN THE GAME YOU WILL PLAY THE OWNER OF A PHARMACY, A HARDWARE STORE, OR A CONVENIENCE FOOD STORE.
>
> ALTHOUGH YOU CAN TAKE NOTES, YOU DON'T NEED TO MEMORIZE THE RULES OF THE GAME AS I DESCRIBE THEM TO YOU. THEY ARE ALSO DESCRIBED IN GAME MATERIALS I WILL GIVE YOU, AND YOU'LL BE ABLE TO REFER TO THEM THROUGHOUT THE GAME.
>
> AS A SMALL BUSINESS OWNER, YOU WANT YOUR BUSINESS TO BE SUCCESSFUL. DURING THE GAME, YOU WILL RECEIVE A SALES PROSPECTS SCORE WHICH WILL INDICATE YOUR IMMEDIATE CHANCES OF BUSINESS SUCCESS. TWO THINGS INFLUENCE YOUR SALES PROSPECTS SCORE: THE LOCATION OF YOUR STORE AND THE AMOUNT OF TIME YOU USE TO CHOOSE THE BEST LOCATION. OF THE TWO, THE LOCATION CONTRIBUTES THE MOST POINTS TO YOUR SALES PROSPECTS SCORE. SO, THE BETTER YOUR LOCATION IS FOR YOUR KIND OF BUSINESS, THE HIGHER YOUR SALES PROSPECTS WILL BE.
>
> BEFORE STARTING THE GAME, YOU CAN ASSUME YOU HAVE ALREADY MADE THESE DECISIONS: (1) YOU HAVE CHECKED THE ECONOMIC CONDITIONS AND DECIDED THAT THIS IS A GOOD TIME TO START A BUSINESS. (2) YOU HAVE DECIDED TO ORGANIZE YOUR BUSINESS AS A PARTNERSHIP. (3) YOU AND YOUR PARTNER HAVE DECIDED THAT YOU NEEDED $30,000 TO FINANCE YOUR BUSINESS. BECAUSE YOU AND YOUR PARTNER HAD ONLY $16,000 TO INVEST IN THE BUSINESS, YOU ASKED THE BANK TO LEND YOU $14,000. THE BANK HAS GRANTED YOU A LOAN OF $14,000. (4) YOU HAVE DECIDED TO START YOUR BUSINESS IN BRENTWOOD, A NEIGHBORHOOD NEAR THE CITY OF CALVERTON. BRENTWOOD HAS ITS OWN BUSINESS DISTRICT AND IS LOCATED ABOUT FIVE MILES FROM CALVERTON'S DOWNTOWN BUSINESS DISTRICT.
>
> THE FIRST THING TO DO IS CHOOSE YOUR BUSINESS. THERE WILL BE ___ BUSINESSES, ___ PHARMACIES, ___ HARDWARE STORES, AND ___ CONVENIENCE FOOD STORES. YOU WILL BE WORKING IN PARTNERSHIPS. IF THERE'S SOMEONE YOU WANT TO WORK WITH, YOU MAY DECIDE TOGETHER WHICH BUSINESS YOU WANT; IF NOT, THEN I'LL ASSIGN YOU A PARTNER WHO SELECTS THE SAME BUSINESS AS YOU.

(Allow players to select businesses and form partnerships.)

(Have partners sit together. Make sure that two businesses of the same kind do not sit next to each other.)

2. Tell the class:

   IN CHOOSING A LOCATION, YOU WILL NEED TO GATHER INFORMATION ABOUT STORES AVAILABLE FOR RENT IN BRENTWOOD AND TO USE THAT INFORMATION IN YOUR CHOICE. REMEMBER THAT EACH BUSINESS NEEDS DIFFERENT THINGS IN A LOCATION. THE BEST LOCATION FOR A PHARMACY, FOR EXAMPLE, MAY BE A BAD LOCATION FOR A HARDWARE STORE.

3. Distribute envelopes.

4. Tell the class:

   I HAVE NOW GIVEN AN ENVELOPE TO EACH PARTNERSHIP. PLEASE CHECK TO MAKE SURE IT CONTAINS THE FOLLOWING SIX ITEMS: A STUDENT INTRODUCTION TO "LOCATION DECISIONS," A BUSINESS PROFILE FOR THE TYPE OF BUSINESS YOU HAVE SELECTED, A STREET MAP OF BRENTWOOD, A LIST OF BUSINESS SITES FOR RENT, STUDENT INSTRUCTIONS FOR INFORMATION GATHERING, AND AN INFORMATION-GATHERING CHECKLIST.

   (Write the above six items on the board. Allow players to check envelopes.)

   PLEASE PUT EVERYTHING BACK IN THE ENVELOPE EXCEPT THE STREET MAP OF BRENTWOOD.

   (Spend a little time working with the Street Map of Brentwood, to make sure the students are familiar with it. You may want to ask studetns to find a series of locations on the map. ("Find the 400 block of South Center Street"; "Find where Main Street crosses Stevens Lane"; "Find the corner of Maple and Smith Streets"; "Does Park Avenue cross West Maple or East Maple?"; "Find the southeast corner of Adams and Center"; and so forth).)

   PLEASE REMOVE FROM THE ENVELOPE THE "BUSINESS PROFILE." NOW READ THE "BUSINESS PROFILE."

   (Allow players time to read Profiles. When everyone is finished, continue.)

   I WOULD LIKE TO REMIND YOU WHAT IS CONTAINED IN THE LAST PARAGRAPH OF YOUR BUSINESS PROFILE:

> YOU PROBABLY WILL NOT FIND A LOCATION WITH ALL OF THESE FEATURES, BUT YOU SHOULD CHOOSE ONE WITH AS MANY OF THEM AS POSSIBLE.

REMEMBER THAT THE CHARACTERISTICS LISTED ARE ONLY RECOMMENDATIONS. YOU WILL HAVE TO DECIDE WHICH ONES ARE THE MOST IMPORTANT TO YOUR BUSINESS.

THERE ARE NINE BUILDINGS FOR RENT IN BRENTWOOD THAT COULD BE GOOD FOR A STORE. NOW TAKE THE "LIST OF BUSINESS SITES FOR RENT" OUT OF YOUR ENVELOPE. THE LIST OF BUSINESS SITES REPRESENTS WHAT YOU WOULD READ IN A NEWSPAPER ADVERTISEMENT IF YOU WERE LOOKING FOR A BUSINESS SITE. PLEASE READ THE "LIST OF BUSINESS SITES FOR RENT."

THROUGHOUT THE GAME, YOU'RE GOING TO BE GATHERING MORE INFORMATION ABOUT THE SITES, TRYING TO FIND OUT WHICH ONES HAVE THE CHARACTERISTICS THAT YOU NEED FOR YOUR BUSINESS. PLEASE TAKE THE "STUDENT INTRODUCTION TO 'LOCATION DECISIONS'" AND THE "INFORMATION-GATHERING CHECKLIST" OUT OF YOUR ENVELOPES. THE BEGINNING SUMMARIZES WHAT I'VE ALREADY SAID. YOU MAY WANT TO REFER TO THOSE PAGES LATER. I'LL READ ALOUD THE INSTRUCTIONS STARTING WITH "RESOURCES OF THE PLAYERS," AND YOU CAN FOLLOW ALONG.

RESOURCES OF THE PLAYERS. PLAYERS HAVE TWO RESOURCES--MONEY AND TIME. EACH SET OF PARTNERS BEGINS THE GAME WITH $30,000 TO INVEST IN ITS BUSINESS--$16,000 OF THEIR OWN MONEY AND A $14,000 BANK LOAN. IN "LOCATION DECISIONS," MONEY IS SPENT ON RENT, RENOVATIONS, INSURANCE, ADVERTISING, FIXTURES, AND INITIAL INVENTORY. EACH SET OF PARTNERS BEGINS THE "LOCATION DECISIONS" WITH 160 TIME UNITS TO USE IN GATHERING INFORMATION NEEDED TO CHOOSE A LOCATION. THE TIME UNITS REPRESENT THE TIME A BUSINESSPERSON WOULD USE IN THE REAL WORLD TO GATHER INFORMATION NEEDED TO CHOOSE A LOCATION. EACH UNIT REPRESENTS 15 MINUTES; THUS, THE 160 TIME UNITS REPRESENT A 40-HOUR WEEK. THERE IS NO ADVANTAGE IN SAVING UP YOUR TIME UNITS OR USING FEWER OF THEM.

SOURCES OF INFORMATION. IN ADDITION TO SEVERAL KINDS OF RECORD-KEEPING SHEETS, PLAYERS START THE GAME WITH THREE SOURCES OF INFORMATION (NO TIME UNITS ARE USED FOR THESE):

- THEIR BUSINESS PROFILE
- A LIST OF BUSINESS SITES FOR RENT
- STREET MAP OF BRENTWOOD

PLAYERS MUST USE TIME UNITS TO OBTAIN OTHER KINDS OF INFORMATION ABOUT THE LOCATIONS FROM THE FOLLOWING SOURCES:

CHAMBER OF COMMERCE MAPS (SET OF 4)

DRIVE PAST LOCATION MAPS (9)

INFORMATION SHEETS:

PERSONAL INSPECTION OF BUILDING

WALKING TOUR OF NEIGHBORHOOD

CITY PLANNING OFFICE

VISIT WITH FORMER TENANT

VISITS WITH NEIGHBORS

FOLLOW-UP VISITS TO LOCATION

THIS ASPECT OF THE GAME IS EXPLAINED IN DETAIL IN THE "INSTRUCTIONS FOR INFORMATION-GATHERING."

PLEASE TURN TO THE INSTRUCTIONS FOR INFORMATION-GATHERING AND READ ALONG WITH ME THE EXPLANATION OF EACH INFORMATION SOURCE:

THE CHAMBER OF COMMERCE MAPS SHOW CRIME RATES, BUS ROUTES, AGE AND FAMILY STATUS OF RESIDENTS, AND AVERAGE INCOME OF RESIDENTS IN DIFFERENT PARTS OF BRENTWOOD. THE CHAMBER OF COMMERCE MAPS MAY BE KEPT.

THE DRIVE PAST LOCATION MAPS GIVE THE INFORMATION YOU COULD GET BY DRIVING PAST THE LOCATION IN YOUR CAR. THIS INFORMATION IS IN THE FORM OF A DETAILED MAP OF THE AREA AROUND THE STORE FOR RENT. THE "DRIVE PAST LOCATION" MAPS MAY ALSO BE KEPT.

THE REST OF THE INFORMATION ABOUT THE SPECIFIC LOCATION IS IN THE FORM OF THE FOLLOWING INFORMATION SHEETS. AN INFORMATION SHEET MUST BE RETURNED AFTER IT IS USED.

- PERSONAL INSPECTION OF BUILDING GIVES THE FACTS YOU COULD DISCOVER BY GOING INSIDE THE BUILDING AND LOOKING AROUND.
- WALKING TOUR OF NEIGHBORHOOD TELLS THE THINGS YOU COULD FIND OUT BY WALKING AROUND THE AREA OF THE STORE.
- VISIT WITH FORMER TENANT GIVES THE FACTS YOU COULD FIND OUT BY VISITING AND TALKING TO THE LAST PERSON TO DO BUSINESS AT THE SITE.
- VISITS WITH NEIGHBORS TELLS THE THINGS YOU COULD FIND OUT BY TALKING TO NEIGHBORING BUSINESSPERSONS, RESIDENTS OF THE AREA, AND PEOPLE ON THE STREET.
- CITY PLANNING OFFICE GIVES INFORMATION ABOUT ZONING AND PLANS FOR URBAN RENEWAL OR CONSTRUCTION IN THE AREA.
- FOLLOW-UP VISITS TO LOCATION GIVES INFORMATION YOU COULD GET BY RETURNING TO THE AREA SEVERAL TIMES TO MAKE OBSERVATIONS.

PLAYERS WILL DISCOVER THAT SOME LOCATIONS ARE IN NEED OF REPAIRS--REPAINTING, REWIRING, AND SO FORTH. IN SOME CASES, THE OWNER OF THE BUILDING WILL MAKE THE REPAIRS: IN OTHERS, THE TENANT MUST MAKE THEM. IF YOU RENT A BUILDING WHICH YOU ARE REQUIRED TO REPAIR, YOU WILL HAVE TO PAY FOR THE REPAIRS.

IN THIS GAME, IT WILL COST:

- $250 TO REPAINT A BUILDING,
- $100 TO REPLASTER,
- $250 FOR NEW FLOORING,
- $100 FOR NEW WINDOWS,
- $100 FOR EXTERMINATION,
- $250 FOR EXTRA PLUMBING, AND
- $500 FOR STRUCTURAL CHANGES TO THE BUILDING

THE AMOUNT YOU MUST PAY FOR INSURANCE WILL VARY, DEPENDING ON THE CRIME RATE IN THE AREA WHERE YOU LOCATE--

- $200 IF THE CRIME RATE IS LOW,
- $300 IF IT IS MEDIUM, AND
- $400 IF IT IS HIGH.

THE WAY YOU'LL GET THIS INFORMATION IS AS FOLLOWS: I'LL BE SITTING AT THIS TABLE. I HAVE THE INFORMATION SHEETS AND ALL OF THE VARIOUS MAPS. YOU DECIDE WHAT INFORMATION YOU WANT; THEN COME OVER AND ASK ME FOR IT, AND I'LL GIVE IT TO YOU. THERE'S A DIFFERENT SHEET FOR EACH LOCATION FROM EACH SOURCE OF INFORMATION, SO YOU WOULD REQUEST, FOR EXAMPLE, "DRIVE PAST LOCATION FOR LOCATION 1."

THE INFORMATION SHEETS--PERSONAL INSPECTION OF BUILDINGS, WALKING TOUR OF NEIGHBORHOOD, CITY PLANNING OFFICE, VISIT WITH FORMER TENANT, VISITS WITH NEIGHBORS, AND FOLLOW-UP VISITS TO LOCATION--HAVE TO BE RETURNED. YOU CAN GET ONLY ONE INFORMATION SHEET AT A TIME, AND YOU HAVE TO BRING THAT ONE BACK IN ORDER TO GET A SECOND ONE. SOMEONE ELSE MAY BE USING THE INFORMATION SHEET YOU ASK FOR, SO BE PREPARED WITH SECOND AND THIRD CHOICES. THIS PROBLEM CORRESPONDS TO THE FACT THAT, IN THE REAL WORLD, PEOPLE YOU WANT TO TALK TO MAY NOT BE AVAILABLE WHEN YOU GO TO SEE THEM--OR SOMETHING MIGHT KEEP YOU FROM MAKING A PERSONAL INSPECTION WHEN YOU HAD PLANNED TO.

IF YOU WANT TO CONSULT AN INFORMATION SHEET A SECOND TIME, IT WILL COST YOU ADDITIONAL TIME UNITS--THE SAME NUMBER IT COST YOU THE FIRST TIME.

YOU CAN GET AS MANY "DRIVE PAST LOCATION MAPS" AT ONCE AS YOU WANT, AND YOU CAN KEEP THEM. YOU CAN ALSO KEEP THE CHAMBER OF COMMERCE MAPS.

YOU MAY ALSO REQUEST ONE INFORMATION SHEET AT THE SAME TIME YOU REQUEST THE CHAMBER OF COMMERCE MAPS AND THE DRIVE PAST LOCATION MAPS.

YOUR "INFORMATION-GATHERING CHECKLIST" LISTS THE KINDS OF INFORMATION YOU CAN GET FOR EACH LOCATION. YOU SHOULD CHECK THESE OFF WHEN YOU'VE CONSULTED EACH SOURCE. THE LAST PAGE OF THE CHECKLIST IS USED FOR KEEPING TRACK OF THE TIME UNITS YOU USE. YOU SHOULD BRING THE CHECKLIST WITH YOU WHEN YOU ASK ME FOR INFORMATION, BECAUSE YOU'LL NEED IT THEN TO FILL IN THE TIME UNITS YOU'RE USING.

REMEMBER THAT THE CHARACTERISTICS LISTED ARE ONLY RECOMMENDATIONS. YOU WILL HAVE TO DECIDE WHICH ONES ARE THE MOST IMPORTANT TO YOUR BUSINESS.

THERE ARE NINE BUILDINGS FOR RENT IN BRENTWOOD THAT COULD BE GOOD FOR A STORE. NOW TAKE THE "LIST OF BUSINESS SITES FOR RENT" OUT OF YOUR ENVELOPE. THE LIST OF BUSINESS SITES REPRESENTS WHAT YOU WOULD READ IN A NEWSPAPER ADVERTISEMENT IF YOU WERE LOOKING FOR A BUSINESS SITE. PLEASE READ THE "LIST OF BUSINESS SITES FOR RENT."

THROUGHOUT THE GAME, YOU'RE GOING TO BE GATHERING MORE INFORMATION ABOUT THE SITES, TRYING TO FIND OUT WHICH ONES HAVE THE CHARACTERISTICS THAT YOU NEED FOR YOUR BUSINESS. PLEASE TAKE THE "STUDENT INTRODUCTION TO "LOCATION DECISIONS" AND THE "INFORMATION-GATHERING CHECKLIST" OUT OF YOUR ENVELOPES. THE BEGINNING SUMMARIZES WHAT I'VE ALREADY SAID. YOU MAY WANT TO REFER TO THOSE PAGES LATER. I'LL READ ALOUD THE INSTRUCTIONS STARTING WITH "RESOURCES OF THE PLAYERS," AND YOU CAN FOLLOW ALONG.

WHEN WE BEGIN THE GAME TOMORROW, I'LL GIVE YOU SCRATCH PAPER SO THAT YOU CAN TAKE NOTES DURING THE GAME. YOU AND YOUR PARTNERS WILL NEED TO DEVISE A SYSTEM FOR TAKING GOOD NOTES FROM THE INFORMATION SHEETS. REMEMBER THAT EACH INFORMATION SHEET MUST BE RETURNED AFTER YOU SEE IT, AND THAT IT WILL COST YOU ADDITIONAL TIME UNITS TO LOOK AT A SHEET AGAIN.

YOU MAY FEEL AS IF YOU SPEND A GREAT DEAL OF TIME COMING TO MY DESK, REQUESTING INFORMATION SOURCES, TAKING NOTES, AND ANALYZING THE INFORMATION THOSE SOURCES CONTAIN. THIS ASPECT OF THE GAME REPRESENTS THE CAREFUL RESEARCH YOU MUST DO IN THE REAL WORLD TO MAKE SUCH AN IMPORTANT DECISION.

IT IS NECESSARY TO GET A LOT OF INFORMATION ON THE LOCATIONS, BECAUSE THERE ARE THINGS YOU NEED TO KNOW IN MANY OF THE INFORMATION PAGES AVAILABLE TO YOU. WHEN YOU ARE SURE YOU'VE GOTTEN ENOUGH INFORMATION, MAKE A FIRST, SECOND, AND THIRD CHOICE OF

LOCATION. YOU'RE NOT COMPETING AGAINST EACH OTHER FOR SITES. IN OTHER WORDS, IT'S POSSIBLE FOR EACH BUSINESS TO GET ITS FIRST CHOICE OF LOCATION--EVEN IF TWO BUSINESSES CHOOSE THE SAME ONE.

BUT THERE IS A CHANCE THAT YOU MIGHT NOT GET YOUR FIRST OR SECOND CHOICE OF LOCATION. NEAR THE END OF THE GAME, YOU WILL DRAW A CHANCE CARD WHICH WILL TELL YOU WHETHER OR NOT YOU HAVE BEEN ABLE TO RENT THE LOCATION YOU HAVE CHOSEN. FOR THIS REASON, YOU NEED TO CHOOSE THE THREE BEST LOCATIONS FOR YOUR BUSINESS AND RANK THEM THE BEST FIRST.

YOU SHOULD DISCUSS YOUR DECISIONS AND WORK WITH YOUR PARTNER THROUGHOUT THE GAME, BUT DON'T SHARE YOUR INFORMATION WITH ANYONE ELSE.

5. Ask the students if they have any questions.

6. PLEASE RETURN ALL MATERIALS TO THE ENVELOPES. TOMORROW (NEXT TIME) WE WILL BEGIN THE GAME.

7. Collect the manila envelopes.

C. PERIOD 2

1. Preparation Summary

> Checklist: Preparations Required for Period 2
>
> THE DAY BEFORE THE GAME SESSION:
>
> - Re-read section of instructions dealing with Period 2.
>
> THE DAY OF THE GAME SESSION:
>
> - Arrange furniture in classroom.
> - Arrange playing materials on administrator's desk.

NOTE: If one or two additional periods are needed before students are ready to choose their locations, these periods will be played like period 2.

PERIOD 2: THE SECOND GAME SESSION

Teaching-Learning Activity

Play of "Location Decisions"

Time Required

Classroom administrative matters (roll-taking, etc.):	5 minutes
Play of "Location Decisions"	40 minutes
Collection of playing materials:	5 minutes
Total	50 minutes

Materials Required

1. One complete set of playing materials for "Location Decisions" for each partnership
2. The manila envelope for each business from Period 1
3. Enough scratch paper for all students
4. One pencil for each student
5. One colored pencil for each administrator

CLASSROOM SET-UP

Furniture. Same as Period 1.

Playing Materials. The following playing materials should be arranged on the Administrator's desk:

a. Previously prepared manila envelopes containing: Student Introduction to "Location Decisions," Business Profile, Street Map of Brentwood, List of Business Sites for Rent, Student Information-Gathering Instructions, and Information-Gathering Checklist.

b. Teacher's instructions

c. Chamber of Commerce Maps, stapled together in sets, with one copy of each map in each set; there should be as many sets as there are businesses

d. Drive Past Location Maps, arranged by location number

e. Information Sheets, arranged in six piles by source, in order of location number within source

f. Administrator's Tally Sheets, one for each business

Distributing Playing Materials

At the beginning of the period, distribute the manila envelopes from Period 1, along with the scratch paper and pencils. The envelopes should not have been opened since Period 1; they will contain everything the students used during Period 1, but nothing else.

Absent Students

Generally, some students will be present for Period 2 who were not present for Period 1; and some who were there for Period 1 will not be there for Period 2.

Add new students to two-partner businesses to form three-partner businesses; their partners can then explain to them how the game is played. Absent students from two-partner businesses can be replaced by new students, but absent students from three-partner businesses should not be replaced by new students. If students are absent who were there for Period 1, and there is no one to replace them, their businesses should carry on without them, even if it means that some players are playing alone.

If both partners in a business are absent for Period 2, their business remains in the game. The partners are not replaced, and no new partner is added to the business. They simply lose the time they would have had to gather information during Period 2.

ADMINISTERING THE GAME

The instructions which follow are for periods 2 and 3; if additional playing time is needed period 4 will be played in the same way.

If you have reason to believe that your students might have trouble with the game, one way of simplifying it is to allow them to obtain only 3 kinds of information the first day of play (Chamber of Commerce Maps, Drive Past Location Maps, and Personal Inspection of Building Information Sheets). On the second day of play, you can add the remaining information sources (the 5 remaining kinds of Information Sheets), or you can add only 3 of them while leaving the last 2 kinds of Information Sheets for the third day of play.

Sit down at the administrator's desk and wait for the players to come to you for information. When a player asks for his or her first piece of information, do the following:

1. Find the Administrator's Tally Sheet for his or her business. In the center of Tally Sheet is a chart. In the column at the left of this chart are the sources of information; in the row across the top of the chart are the location numbers. The rest of the numbers in the chart are time units required for information. Two time units are required for Drive Past Location maps, eight units for the Chamber of Commerce maps, and so on.

2. Find the information sheet or other item requested by the player, to make sure it is available.

3. Using your colored pencil, circle the number on the chart representing the number of time units required for the information the player has requested. For example, if a player requested City Planning Office for Location #3, you would circle the "4" following "City Planning Office" under "Location #3" on the chart.

4. Tell the student to write the number of time units he or she is using on the "Information-Gathering Checklist" (space is provided on the side of the page for subtractions from the initial 160 units available). The student should complete the subtraction before leaving your desk. You may want to check the result.

5. When the information sheet is returned, put an "X" through the circled number, for that sheet, and return the sheet to its place among the playing materials. This allows you to see at a glance that borrowed information sheets have been returned.

   Remember that a business can request only one information sheet at a time. However, players can at any time request as many Drive Past Location maps as they wish, as well as a set of Chamber of Commerce maps. They may also request one information sheet at the same time as any of these items.

Throughout the rest of the game, each time a player asks for an information sheet, the following procedure should be followed:

6. Check the Administrator's Tally Sheet for the student's business to see if he or she has any information sheets checked out. (For any sheets checked out but not returned, the number on the chart representing the time units required will be circled, but will not be X'ed.)

   a. If not, proceed with Steps 2-6 above.

   b. If so, the information sheet already checked out must be returned before another can be taken. Then proceed with Steps 2-6 above.

When a player requests a Drive Past Location map or a set of Chamber of Commerce maps, follow Step 1-5 above. (They do not need to be returned.) These items may be taken even if the player has an information sheet checked out.

ADMINISTRATIVE TIPS

Keep the playing materials as orderly as possible. When a player returns an item, always return it to its place among the playing materials before giving him or her another. Otherwise, you will end up with a pile of unsorted items in front of you, and you will not be able to tell quickly if a given item is available or checked out. It is best not to use paper clips or other fasteners on sets of materials as they will slow you down. As students catch on to the game, you will find that they will be coming to your desk for game materials more and more quickly. To keep the class from getting out of hand, it is important that they wait in line on a first come, first served basis. You may also want to set a rule that they are only allowed to read the game materials at their business' desk, to avoid the possibility that a student who has just received a piece of information goes directly to the end of the line with it (with the business partner(s) clustering around), in order not to lose any time. Plenty of time has been provided for the players to get all the information they need, with an allowance for waiting. If you try to rush, you are much more likely to make mistakes.

You will be so busy in your role as administrator that you will not have time to walk around the room and observe the students directly. However, because you are keeping track of what information each business requests, you will be able to tell if students are not participating in the game.

You should answer questions about game procedures as they arise. If one person asks a question that seems applicable to the rest of the class, stop the game for a moment and give the answer to the entire class. You should not answer questions about what strategy to follow or which locations to choose, but you should provide interpretations of information or explanations of vocabulary words if they are needed.

POTENTIAL PROBLEMS AND SUGGESTED SOLUTIONS

Formation of undesirable partnerships. If there are students in your class who are likely to form partnerships in order to play around rather than to play the game, or if you foresee any other partnership problems, you may want to assign partners yourself.

Slowness in choosing businesses and/or partners. If the players are indecisive about what business they want and/or whom they want for a partner, step in and make assignments or suggestions. It is easy to lose attention at the beginning of a game, and it is important not to let the selection process drag on too long.

Slow readers. If you have students in your class who are especially slow readers, you may want to assign them partners who read faster. In this way, their business will be able to keep up with the rest of the class in reading the Business Profiles, during the introduction of the game, and in reading the Information Sheets during the play of the game.

Players running out of time units. It is very unlikely that players will run out of time units this soon. If this should happen, check to make sure the business involved has really used up all 160 time units. If it has, the players involved may either assist you in administering the game or study for the rest of the period.

COLLECTING THE PLAYING MATERIALS

Seven minutes before the end of the period, announce that you are no longer distributing information materials. Five minutes before the end of the period, announce that it is time to stop playing the game. Ask each partnership to read to you the time units it has left (from their information-gathering checklists). Record this number in the Administrator's Tally Sheet for the appropriate business. Make sure that all information sheets that have been checked out are returned before the players leave. Ask the players to place all of their individual playing materials and notes in their manila envelope and to label the envelope with their names. Collect the envelopes before the students leave the classroom.

D. PERIOD 3

1. Preparation Summary

Checklist: Preparations Required for Period 3

THE DAY BEFORE THE GAME SESSION:

- Check number of time units used by each business.
- Re-read section of TEACHER'S MANUAL dealing with Period 3.

THE DAY OF THE GAME SESSION:

- Arrange furniture in classroom.
- Arrange playing materials on Administrator's desk.

PERIOD 3: THE THIRD GAME SESSION

Teaching-Learning Activities

1. Play of "Location Decisions"
2. Scoring of "Location Decisions"

Time Required

1.	Classroom administrative matters (roll-taking, etc.)	5 minutes
2.	Play of "Location Decisions" (information-gathering concluded)	25 minutes
3.	Determining locations rented	5 minutes
4.	Completion of scoresheets	10 minutes
5.	Collection of playing materials	5 minutes
	Total:	50 minutes

Materials Required

1. One complete set of playing materials for "Location Decisions" for each playing group

2. The manila envelope for each business from Periods 1 and 2

3. Enough scratch paper for all students

4. One pencil for each student

5. One colored pencil for each Administrator, of a color different from the one used in Period 2.

CLASSROOM SET-UP

Furniture. Same as Period 1.

Playing materials. Materials from previous period plus the Chance Cards, Cost Cards, and Scoresheets.

Distributing Playing Materials

Same as Period 2.

ADMINISTERING THE GAME

Before play begins during Period 3, announce the number of time units each business has left. If it appears that students will reach their location decisions this period, announce that there are 25 minutes remaining in the information-gathering phase of the game; if not, schedule the completion of the game for the next class period.

Administration of the game is the same as previous periods. Use a colored pencil different from the one you used to keep the Administrator's Tally Sheet during Period 2: This will enable you to see how student's strategy has evolved from day to day.

MANAGING THE GAME SESSION

Time management will be of even greater importance during Period 3 than it was during Periods 1 and 2. Twenty minutes after the play of the game begins (25 minutes after the start of the period), announce that the information-gathering phase of the game will end in five minutes and that you will no longer distribute information materials. Tell the players they they should make three definite choices of location and be prepared to tell you what they are at the end of the five minutes. The twenty minutes remaining in the period after the information-gathering phase ends will be used for ending the game, scoring and collection of materials.

POTENTIAL PROBLEM AND SUGGESTED SOLUTION

Players running out of time units or finishing early. Players are more likely to run out of time units during Period 3 than during Period 2. If any players do run out, they can assist you in your administrative duties or they can study. Some players may feel they have enough information before they have spent all their time units and before the information-gathering phase is over. They should be encouraged to use their remaining time units.

SCORING AND ENDING THE GAME

1. Announce the end of the information-gathering phase of the game twenty-five minutes after the play of the game begins (30 minutes after the start of the period).

2. Collect all information sheets.

3. Ask each business to tell you its three choices of location, in order of preference.

4. Write the student's choices in the space provided on the Administrator's Tally Sheet for each business.

5. Tell the class:

   NOW YOU WILL DRAW A CHANCE CARD THAT WILL TELL YOU WHETHER OR NOT YOU CAN RENT YOUR FIRST CHOICE OF LOCATION. IF YOU DON'T RECEIVE YOUR FIRST CHOICE, YOU'LL DRAW AGAIN FOR YOUR SECOND CHOICE. IF YOU DON'T GET YOUR SECOND CHOICE, YOU WILL AUTOMATICALLY GET YOUR THIRD CHOICE.

   (Have each business in turn draw a chance card, read what it says, and return it to the deck. If a business does not get its first choice, the partners should draw again for their second choice, after returning the first card to the deck. The deck should be shuffled after each draw.)

   I WILL NOW DISTRIBUTE CARDS WHICH TELL THE SCORE AND COSTS ASSOCIATED WITH THE LOCATION YOU HAVE RENTED.

6. Distribute the appropriate Cost Card to each business.

7. Tell the class:

   I WILL NOW GIVE EACH BUSINESS A COPY OF THE SCORESHEET.

8. Distribute scoresheets.

9. Tell the class:

   PLEASE FILL IN THE "TYPE OF BUSINESS," AND THE NAMES OF THE PARTNERS. NOTICE THAT THERE ARE TWO LARGE BOXES ON THE SHEET. IN THE COST BOX YOU WILL BE KEEPING TRACK OF YOUR INITIAL COSTS. IN THE SCORE BOX YOU WILL BE KEEPING TRACK OF YOUR SALES PROSPECTS SCORE.

   IN THE COST BOX, UNDER "RENT AND SECURITY DEPOSIT" FILL IN THE SPACE MARKED "ONE MONTH'S RENT" AND MULTIPLY BY TWO.

   (Pause to allow players to do this.)

NOW FILL IN THE SPACES MARKED "SPECIAL RENOVATION COSTS" AND "INSURANCE." THIS INFORMATION IS ON YOUR "COST CARD."

(Pause.)

ADD THE FIGURES FOR RENT AND SECURITY DEPOSIT, SPECIAL RENOVATION COSTS, AND INSURANCE TO THE NEXT THREE COSTS: ADVERTISING, FIXTURES AND SHOP LAYOUT, AND INITIAL INVENTORY, TO ARRIVE AT YOUR TOTAL INITIAL EXPENDITURES.

(Pause.)

NOW WE WILL FILL IN THE SCORE BOX. FROM THE COST CARD, FILL IN THE SCORE YOU RECEIVED FOR YOUR LOCATION.

(Pause.)

NEXT, FILL IN THE SCORE FOR THE TIME UNITS YOU HAVE USED. THE SCORE IS IN THE "TIME UNITS USED" BOX.

(Pause.)

FINALLY, ADD UP YOUR SCORE. LOOK IN THE SALES PROSPECTS BOX TO SEE HOW WELL YOU DID.

(Ask each business to tell you its Sales Prospects Score, and write the scores on the chalkboard. Congratulate the business with the highest score, since it is the winner.)

IN THIS PART OF THE GAME, THE HIGHEST "SALES PROSPECTS SCORE" YOU CAN GET IS 135--JUST BARELY INTO THE "EXCELLENT SALES PROSPECTS" LEVEL.

THIS IS THE END OF LOCATION DECISIONS. CONGRATULATIONS TO THE WINNERS. NEXT PERIOD YOU'LL HAVE A CHANCE TO TALK ABOUT THE GAME YOU JUST PLAYED.

COLLECTING THE PLAYING MATERIALS

You should finish filling out the scoresheets five minutes before the end of the period. At this time the players should once again put all of their playing materials and notes in the manila envelopes and hand them in.

E. PERIOD 4

1. Preparation Summary

Checklist: Preparations Required for Period 4

THE DAY BEFORE THE DISCUSSION

- Re-read the section of instructions dealing with Period 4.
- Become thoroughly familiar with rankings of locations and the reasons behind them.

THE DAY OF THE DISCUSSION

- Arrange furniture in classroom.
- Write list of businesses chosen and ranking chart on chalkboard.

PERIOD 4: THE POST-GAME DISCUSSION

Teaching-Learning Activity

Discussion of "Location Decisions"

Time Required

1.	Classroom administrative matters (roll-taking, etc.)	5 minutes
2.	Discussion of "Location Decisions"	40 minutes
3.	Collection of playing materials	5 minutes
	Total:	50 minutes

Materials Required

1. One complete set of playing materials for "Location Decisions"
2. Copies of figures 2, 3, and 4 - Basis for Location Ranking
3. The manila envelope for each business from the game sessions

CLASSROOM SET-UP

Furniture. Furniture should be set up the same way as for the game sessions, so that partners can sit together for the post-game discussion.

If there was more than one game group in your class, the post-game discusion should be conducted with all game groups together. All the administrators should be present for the discussion, but it should be led by the regular teacher of the course. The room should be arranged so that partners sit together and all members of a game group are together.

Chalkboard. Before class, put the following on the chalkboard:

a. a list of the businesses and the three locations each chose.

b. the ranking chart (Figure 1) showing the recommended rankings of locations for each business.

Playing Materials. You will not need to use most of the playing materials in the discussion. However, you should keep the set of playing materials handy for use in answering questions. The players will have their manila envelopes containing the materials and notes they used during the game. Figures 2, 3, and 4 will help you explain the basis for choosing the best locations.

Preparing for Post-game Discussion

Before attempting to conduct the post-game discussion, carefully study this section and Figures 2,3, and 4 (basis for location rankings for each business). The more familiar you are with the materials to be discussed, the more effective the post-game discussion will be, and the easier it will be for you to conduct it.

Distributing Playing Materials

The manila envelopes should be distributed to the students just as they were during the game sessions.

DISCUSSING THE GAME

1. Ask students to read the ranking chart (Fig. 1) and see how their location choices compare with it.

Figure 1. Ranking Chart

Order of Desirability	Hardware Store	Pharmacy	Convenience Food
1st	Location 3	Location 2	Location 3
2nd	9	3	9
3rd	1	7	4
4th	4	1	2
5th	7	6	1
6th	2	9	7
7th	6	4	3
8th	5	5	6
9th	8	8	8

FIGURE 2: BASIS FOR LOCATION RANKING
HARDWARE STORE

Criteria on Bus. Profile	Location Number 1	2	3	4	5	6	7	8	9
Neighborhood of Houses	+3	0	+3	+3	+3	0	0	0	+3
Parking Lot	0	0	+3	0	0	+3	0	0	+3
No Competition	+2	+2	+2	+2	+2	0	+2	+2	+2
Near other Stores	+1	+1	+1	0	0	+1	+1	0	0
Visible	+1	+1	+1	+1	+1	0	+1	+1	+1
4000 sq. ft.	0	0	+1	0	0	0	+1	+1	+1
Traffic	+1	+1	+1	+1	0	+1	+1	0	0
Accessible	0	0	+1	+1	+1	0	0	0	+1
Rent $350-500	+1	+1	+1	0	0	+1	+1	0	+1
Middle Income	+1	+1	+1	+1	0	+1	0	0	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(290)	(350)
Repairs	0	0	0	0	(500)-1	(350)-1	0	(1400)-3	(450)-1
Insurance	(300)0	(300)0	(200)+1	(300)0	(300)0	(300)0	(200)+1	(400)-1	(300)0
Zoning	0	-1	0	-1	-2*	0	-1	-2	-1
Past failures of bus. type	0	0	0	-1	0	0	0	0	0
TOTAL	10	6	16	7	4	6	7	-2	11

Explanatory Notes

Effect of Repair Costs: $250-500: -1; $501-850: -2; Over $850: -3
Effect of Insurance: $200: +1; $300: 0; $400: -1
Effect of Zoning: General zoning problem: -1
Restrictive sign ordinances: -1
Urban renewal: -2

* -1 for general zoning problem, -1 for restrictive sign ordinance

FIGURE 3: BASIS FOR LOCATION RANKING--PHARMACY

Criteria on Bus. Profile	Location Number 1	2	3	4	5	6	7	8	9
No Competition	+3	+3	+3	0	0	+3	0	0	+3
Medical Services	0	+3	0	0	0	0	0	0	0
Near Busy Stores	+1	+1	+1	0	0	0	+1	0	0
Traffic	+1	+1	+1	+1	0	+1	+1	0	0
Corner	+1	+1	0	0	+1	0	+1	+1	+1
Plumbing	+1	+1	0	+1	+1	0	+1	+1	0
Wiring	+1	+1	+1	0	+1	0	+1	0	+1
Public Transportation	+1	0	+1	+1	0	0	+1	+1	0
Building Condition	+1	+1	+1	0	0	+1	+1	0	0
High Density	+1	+1	0	0	0	+1	+1	+1	0
Elderly	0	+1	+1	0	+1	0	+1	+1	[illegible]
Rent $250-350	0	+1	0	+1	0	+1	0	0	+1
3500 sq. ft.	0	+1	+1	+1	0	+1	+1	+1	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(200)	(350)
Repairs	0	0	0	0	(500) -1	(850) -2	0	(1050) -3	(700) -2
Insurance	(300)	(300) 0	(200) +1	(300) 0	(300) 0	(300) 0	(200) +1	(400) -1	(300) 0
Zoning	0	0	0	-1	-1	0	0	-2	0
Past failures of bus. type	0	0	0	-1	0	0	0	0	0
TOTAL	11	16	11	3	2	6	11	0	5

Explanatory Notes

Effect of Repair Costs: $250-500: -1; $501-850: -2; Over $850: -3

Effect of Insurance: $200: +1; $300: 0; $400: -1

Effect of Zoning: General zoning problem: -1

Urban renewal: -2

FIGURE 4: BASIS FOR LOCATION RANKING
CONVENIENCE FOOD STORE

	Location Number								
Criteria on Bus. Profile	1	2	3	4	5	6	7	8	9
Residential Neighborhood	0	0	0	+3	+3	0	0	0	+3
No Nearby Competition	+2	+2	0	+1	+1	0	0	+1	+1
Wiring	+2	+2	+2	0	+2	0	+2	0	+2
Rent $200-300	0	0	0	+1	+1	0	0	+1	0
Non-Drivers	0	0	0	+1	+1	0	0	+1	0
Corner Location	+1	+1	0	0	+1	0	+1	+1	+1
Parking	0	0	+1	+1	0	+1	0	+1	+1
3000 sq. ft.	+1	+1	+1	+1	+1	+1	+1	+1	+1
School	0	0	0	0	+1	0	0	0	+1
Foot Traffic	+1	+1	+1	+1	+1	+1	+1	0	+1
Costs									
Rent	(500)	(350)	(375)	(300)	(200)	(350)	(400)	(200)	(350)
Repairs	0	0	0	0	(500)-1	(600)-2	0	(800)-2	(450)-1
Insurance	(300)0	(300)0	(200)+1	(300)0	(300) 0	(300) 0	(200)+1	(400)-1	(300)0
Zoning	0	0	0	-1	-1	0	0	-2	0
Past failures of bus. type	0	0	-1	0	0	0	0	-1	-1
TOTAL	7	7	5	8	10	1	6	0	9

Explanatory Notes

Effect of Repair Costs: $250-500: -1; $501-850: -2; Over $850: -3
Effect of Insurance: $200: +1 $300: 0; $400: -1
Effect of Zoning: General zoning problem: -1
Urban renewal: -2
No Nearby Competition: No competition of any kind: +2
Supermarkets only competition: +1

2. Ask a student to read aloud the location criteria given on the Business Profile for the Hardware Store.

3. Explain the rankings of the top three locations for the Hardware Store.

   Figure 2 shows the basis for location ranking for the Hardware Store. Locations are marked on the ranking chart according to the ratings shown in Figure 2.

   In the section of Figure 2 labeled "Criteria on Business Profile," each location has been given a +1, +2, or +3 for each of its characteristics as they relate to the desirable characteristics in the Business Profile of the hardware store. Most characteristics have a value of 1; characteristics which were felt to be more important have a value of +2 or +3. If a location does not have a desired characteristic, it has been given a 0.

   In the section labeled "Costs," rent has no effect on the numerical rating, while repairs and insurance have the effects listed under "Explanatory Notes." Zoning also has the effect listed under "Explanatory Notes." If a hardware store has failed at the location, it has an effect of -1; otherwise, the effect is 0.

   The locations have been ranked according to the numerical ratings. Where two locations have the same numerical rating, the one with the lower repair costs is ranked first; where the repair costs are the same, the one with the lower rent is ranked first.

   You can use Figure 2 as the basis for your explanation of the ranking of the locations. However, be sure to give a narrative explanation based on the numerical ratings. For example, the explanation of why Locations 3, 9, and 1 are the first three choices for the hardware store might go as follows:

   "LOCATION 3" IS THE BEST LOCATION FOR A HARDWARE STORE BECAUSE IT HAS ALL THE REQUIREMENTS FOR A GOOD LOCATION LISTED ON THE "BUSINESS PROFILE." IN ADDITION, THERE ARE NO REPAIR COSTS, INSURANCE RATES ARE LOW, THERE ARE NO ZONING PROBLEMS, AND A HARDWARE STORE HAS NEVER FAILED IN THAT LOCATION.

   "LOCATION 9" IS THE SECOND BEST LOCATION FOR A HARDWARE STORE BECAUSE IT HAS ALL THE REQUIREMENTS FOR A GOOD LOCATION LISTED ON THE "BUSINESS PROFILE" EXCEPT THAT IT IS NOT NEAR OTHER STORES AND THERE IS NOT MUCH TRAFFIC IN THE AREA. REPAIR COSTS ARE FAIRLY LOW AND THE INSURANCE RATE IS MODERATE, BUT THERE IS A LAW LIMITING THE SIZE AND PLACEMENT OF SIGNS.

   "LOCATION 1" IS THE THIRD BEST LOCATION FOR A HARDWARE STORE BECAUSE IT IS NEAR A NEIGHBORHOOD OF HOUSES, THERE IS NO COMPETITION NEARBY, IT IS NEAR OTHER STORES, IT IS HIGHLY VISIBLE, THERE IS HEAVY AUTOMOBILE AND FOOT TRAFFIC, THE RENT IS WITHIN THE RANGE GIVEN, AND IT

IS IN A MIDDLE INCOME NEIGHBORHOOD. IN ADDITION, THERE ARE NO REPAIR COSTS, THE INSURANCE RATE IS MODERATE, THERE ARE NO ZONING RESTRICTIONS, AND NO HARDWARE STORE HAS EVER FAILED IN THAT LOCATION. ON THE NEGATIVE SIDE, THERE IS NO PARKING LOT, THE STORE HAS ONLY 3900 SQUARE FEET OF SPACE, AND THE LOCATION IS NOT AS ACCESSIBLE AS IT COULD BE SINCE LEFT TURNS ARE PROHIBITED AT THAT CORNER FROM ALL DIRECTIONS.

4. Repeat Steps 2 and 3 for the Pharmacy, using Figure 3 as the basis for explanations; and for the Convenience Food Store, using Figure 4 as the basis.

5. Ask the students the following questions.

(You may not have time to use all of the questions; however, you may not want to use all of them. Some of them may be answered in the course of answering others, and there may be additional questions you will want to ask your class. The post-game discussion is intended to be flexible. Its purpose is to help the students understand better what went on during the game and what principles the game is intended to demonstrate. In addition, it should help both the students and the teacher evaluate players' performance in the game.)

WERE THERE ANY LOCATIONS IN YOUR TOP THREE THAT WERE NOT AMONG THE RECOMMENDED CHOICES? IF SO, WHAT WERE YOUR REASONS FOR RANKING THEM SO HIGH?

DID YOU ELIMINATE FROM CONSIDERATION ANY LOCATIONS THAT TURNED OUT TO BE AMONG THE TOP THREE? IF SO, FOR WHAT REASONS?

WHAT FACTORS WERE MOST IMPORTANT TO YOU IN CHOOSING A LOCATION? WHY?

WHAT STRATEGY DID YOU USE TO GATHER INFORMATION ABOUT THE VARIOUS SITES? WHAT WERE THE RESULTS OF THIS STRATEGY?

IF YOU PLAYED THE GAME AGAIN, WOULD YOU DO ANYTHING DIFFERENTLY? WHAT? WHY?

WHAT DID YOU THINK IS THE BEST STRATEGY FOR THE GAME?

WHAT REAL-LIFE PERSONS OR THINGS ARE REPRESENTED BY THE FOLLOWING: PLAYERS? INFORMATION SHEETS? TIME UNITS? CHANCE CARDS?

WHY COULD YOU ONLY HAVE ONE INFORMATION SHEET AT A TIME? WHAT IS THERE IN THE REAL WORLD THAT HAS THE SAME EFFECT AS THIS RULE?

HOW DOES THE CHANCE CARD RULE REFLECT WHAT HAPPENS IN THE REAL WORLD? HOW DOES IT AFFECT YOUR PLAYING STRATEGY?

WHAT DID YOU LEARN FROM THE GAME ABOUT THE PROCEDURE TO FOLLOW IN CHOOSING A LOCATION FOR A BUSINESS? HOW DOES THIS PROCEDURE RELATE TO THE WAY IN WHICH YOU USUALLY MAKE DECISIONS?

DO PEOPLE IN THE REAL WORLD MAKE THEIR DECISIONS THE WAY THAT PLAYERS IN THE GAME DO? SHOULD THEY?

IF YOU WERE CHOOSING A REAL BUSINESS LOCATION, WOULD YOU HAVE DONE WHAT YOU DID IN THE GAME? IF NOT, WHY NOT?

WHAT DO YOU THINK ABOUT THE SCORING SYSTEM? IS IT REALISTIC? FAIR?

HOW IMPORTANT IS LUCK IN THE GAME? HOW IMPORTANT IS LUCK IN THE REAL WORLD?

WHAT MAKES THE MOST DIFFERENCE IN DETERMINING CHANCES FOR BUSINESS SUCCESS IN THE GAME? WHAT MAKES THE MOST DIFFERENCE IN DETERMINING CHANCES FOR BUSINESS SUCCESS IN THE REAL WORLD? HAS ANYTHING THAT MATTERS IN THE REAL WORLD BEEN LEFT OUT OF THE GAME?

COLLECTING THE PLAYING MATERIALS

At the end of the period, have the players put all of the playing materials and notes in the manila envelopes and hand them in. After class, you should remove all materials from the envelopes. The Information-Gathering Checklist and any notes taken by players can be attached to the Administrators' Tally Sheets; they may be useful in evaluation of the players' performance. The reusable materials should be returned to the set of playing materials for use in future plays of the game.

EVALUATING THE PLAYERS' PERFORMANCE IN THE GAME

Players' performance in "Location Decisions" should not be evaluated solely on the basis of the location score they receive or their amount of cash on hand. Two additional criteria should be applied in any evaluation of players' performance:

Strategy Followed in Collecting Information

The ideal strategy for information-gathering is one of initial breadth followed by depth in promising areas. Players should be able to eliminate two or three of the locations from the information they start with. Some additional information should be obtained about the remaining six or seven locations before narrowing the field further. Ultimately, all or nearly all the information available should be obtained on the three final choices. Examination of the Administrator's Tally Sheet will reveal what strategy has been followed in information-gathering, since that sheet contains a record of all sources consulted and the days on which they were consulted (according to the color of the pencil you used each day).

Locations Selected and Reasons for Selection

The locations players select and the order in which they rank them are important indicators of what kind of information-gathering strategy they have followed and how well they have understood and used the information they have obtained. If players use a reasonable strategy and follow the criteria given on their Business Profiles, they should be able to make the correct first choice for their businesses. Their second and third choices should also be correct, although the order may not be.

Sometimes a location not among the recommended three may be included in a player's choices. If this location is ranked fourth in the recommended rankings, it may not be a serious error. If it is ranked lower, it indicates that the player has either misinterpreted or not followed the criteria given, or that he or she has made the decision on the basis of insufficient information. The reasons for a player's ranking of locations will often come out in the post-game discussion; these are relevant to evaluation of a player's performance.

"LOCATION DECISIONS"

GAME MATERIALS

LOCATION DECISIONS

LIST OF GAME MATERIALS

Student Introduction to "Location Decisions"

Business Profile: Convenience Food Store

Business Profile: Hardware Store

Business Profile: Pharmacy

List of Business Sites for Rent

Street Map of Brentwood

Instructions for Information-Gathering

Information-Gathering Checklist

Time Unit Record

Chamber of Commerce Maps:

- Average Age and Family Status
- Average Income
- Bus Routes
- Crime Rate

Drive Past Location Maps

Information Sheets:

- Personal Inspection of Building
- Walking Tour of Neighborhood
- City Planning Office
- Visit with Former Tenant
- Visit with Neighbors
- Follow-up Visits to Locations

Chance Cards

Scoresheet

Administrator's Tally Sheet

Cost Cards

STUDENT INTRODUCTION TO "LOCATION DECISIONS"

In "Location Decisions," you will play a kind of game called a simulation. A simulation presents you with a situation that is very much like what you would find in the "real world," and requires you to make decisions that are also very much like those you would need to make in the "real world."

Simulation games have several advantages. They are fun to play, they help you put into practice what you have learned, and they allow you to experiment with different strategies and decisions. Another advantage of this particular simulation is that if you make bad decisions, you won't suffer the consequences of real bankruptcy!

Starting a business involves a series of decisions: the kind of business to start, its timing, its financial and legal organization, its location, and the initial set-up of the business. It would be confusing to include all these decisions in a simulation game, so here we will concentrate on one major decision: where should you locate your business? (You can assume that it is a good time to start a business and that you have already obtained financing before you start the game.) In general, the more careful your planning and the more thoughtful your location decisions, the better you will do in the game. Luck has very little to do with your success.

How the Game is Played

Roles of the Players. As a player you are the co-owner and co-manager of a small retail business, and the businesses are organized into partnerships of two or three members. Players may choose to start and run a pharmacy, a hardware store, or a convenience food store. Each set of partners receives a business profile telling what they will carry in their store, and what special requirements they will need in a location. Partners are encouraged to work togather in making their decisions, but they may divide the work in any way they choose.

Goal of the Players. The goal of each set of partners is to make its business successful, measured in terms of sales prospects: each partnership tries to achieve the highest "Sales Prospects" score it can. (The "Sales Prospects" score is assigned mostly on the basis of the location selected for the business, but use of time units also contributes to the score.) There is one winner in "Location Decisions": the business which has the highest "Sales Prospects" score.

The Setting. The setting for the simulation is Brentwood, a neighborhood with its own business district. Within the Brentwood area are nine business sites for rent, from which the players must select a location for their businesses.

Sequence of Events. The players begin "Location Decisions" by receiving a business profile, which outlines for them the location requirements of their business. After receiving a list of business sites for rent, they use their time units to obtain information about the sites. When they have used up their

time units, they decide on a first, second, and third choice of location. The players then draw chance cards which determine whether they get their first, second, or third choice. They then pay the rent and other costs associated with the locations they have chosen and purchase initial inventory.

Scoring the Game and Determining the Winners. At the end of "Location Decisions," players receive a "Sales Prospects" score based on the location they have selected and the number of time units they have used. They also subtract their initial expenditures from their total starting cash to find cash-on-hand. At this point in the game, the business with the highest "Sales Prospect" score is declared the winner.

Resources of the Players. Players have two resources--money and time. Each set of partners begins the game with $30,000 to invest in its business--$16,000 of their own money and a $14,000 bank loan. In "Location Decisions," money is spent on rent, renovations, insurance, advertising, fixtures, and initial inventory. Each set of partners begins "Location Decisions" with 160 time units to use in gathering information needed to choose a location. The time units represent the time a businessperson would use in the real world to gather information needed to choose a location. Each unit represents 15 minutes; thus, the 160 time units represent a 40-hour week. There is no advantage in saving up your time units or using fewer of them.

Sources of Information. In addition to several kinds of record-keeping sheets, players start the game with three sources of information (no time units are used for these):

- their business profile
- a list of business sites for rent
- street map of Brentwood

Players must use time units to obtain other kinds of information about the locations from the following sources:

CHAMBER OF COMMERCE MAPS (SET OF 4)

DRIVE PAST LOCATION MAPS (9)

INFORMATION SHEETS:

- PERSONAL INSPECTION OF BUILDING
- WALKING TOUR OF NEIGHBORHOOD
- CITY PLANNING OFFICE
- VISIT WITH FORMER TENANT
- VISITS WITH NEIGHBORS
- FOLLOW-UP VISITS TO LOCATION

This aspect of the game is explained in detail in the "Instructions for Information-Gathering."

BUSINESS PROFILE: CONVENIENCE FOOD STORE

You are about to open a convenience food store. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start you convenience food store.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your convenience food store.

You plan to carry canned and packaged goods, fresh foods, and non-food items (magazines, newspapers, toys, etc.). You plan to be a neighborhood store, staying open from 7:00 a.m. to 11:00 p.m. daily.

You have read several publications about starting and running a convenience food store and have sought advice from successful convenience food store owners. From these sources you have learned the following about choosing a location:

A good location for a convenience food store is usually in or near a residential neighborhood. You do not need to be on a busy street, but there should be some foot traffic. A location near a school is good, since students will buy soft drinks and snack foods at lunch and after school A neighborhood where many people do not have cars is good because these people cannot travel long distances to make small food purchases. For your customers who do drive, there should be parking in front of you store.

A corner location is an advantage, since it is easy to see and reach from all directions. In fact, corner locations are often the only ones zoned for retail business in residential areas. You should not locate near other convenience food stores, but a supermarket nearby may not be a problem, since you serve different needs. The building should have electrical wiring for refrigerated display cases.

You will need about 3,000 square feet of space. You should probably pay about $200 - $300 rent per month.

* * * * * * * *

Some of the characteristics of a good location for a convenience food store are listed below:

- In a residential neighborhood
- No other convenience food stores nearby
- Wiring for refrigerated display cases

- Rent of $200-$300
- In a neighborhood of non-drivers
- On a corner
- Some parking in front of store
- Approximately 3,000 square feet of space
- Near a school
- Some foot traffic

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

BUSINESS PROFILE: HARDWARE STORE

You are about to open a hardware store. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start your hardware store.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your hardware store.

You plan to carry hand and power tools (hammers, wrenches, power saws, etc.), paint and hardware (glass, plumbing and electrical supplies, brushes, nails and screws, etc.), and house and garden supplies (cookware, appliances, garden tools, lawnmowers, fertilizer, seeds, etc.).

You have read several publications about starting and running a hardware store and have sought advice from successful hardware store owners. From these sources you have learned the following about choosing a location:

A hardware store should be near busy and successful retail stores and services. Many customers who shop at other stores nearby will stop at your store on the same trip. However, you should not be near other hardware stores or any stores that sell the same things you do.

Most of your customers will probably drive to your store, so you will need a parking lot. Your store should be on a well-traveled street and should be visible and easy to reach from both directions. You should make sure that you will be able to put up signs that can be easily seen from both directions on the street.

You can afford $350 - $500 monthly rent. You may be able to rent a store in a lightly-traveled area for less, if you are willing to spend more on advertising to make up for being less visible. A store with about 4,000 square feet of space would be best for you, but you could get along with less space.

A neighborhood of houses is better for a hardware store than an neighborhood of apartments, since people who live in houses do more building, fixing, and gardening. Middle income areas are generally best.

* * * * * * * *

Some of the characteristics of a good location for your hardware store are listed below:

- In a neighborhood of houses
- Parking lot
- No nearby competitors
- Near other stores and services
- Visible in both directions
- Approximately 4,000 square feet of space
- On a well-traveled street
- Can be reached from both directions
- Rent of $350 - $500
- Middle income area

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

BUSINESS PROFILE: PHARMACY

You are about to open a pharmacy. You have checked economic conditions, and it seems to be a good time to start a business. You have decided to form a partnership; you and your partner have $16,000 to invest in the business. In addition, the bank has granted you a loan of $14,000, giving you a total of $30,000 with which to start your pharmacy.

You have decided to locate in Brentwood, a neighborhood with its own business district. Now you are ready to find out about the stores for rent in that area and decide which one is best for your pharmacy.

In addition to prescription drugs, you plan to carry health and beauty aids (non-prescription drugs, shampoo, cosmetics, etc.), and non-drug items (tobacco, candy, newspapers and magazines, school supplies, etc.).

You have read several publications about starting and running a pharmacy and have sought advice from successful pharmacists. From these sources you have learned the following about choosing a location:

Corner locations are good for pharmacies, since they are easy to see and easy to reach from several directions. Well-traveled streets with public transportation and plenty of pedestrian traffic are best.

The condition of the building is important: no one likes to shop in a run-down pharmacy. There must be hot and cold running water for the prescription area, and wiring for a refrigerator. You may be able to rent a building cheaply if it needs repairs or remodeling and you are willing to pay for them. You will need about 3,500 square feet of space, and you should plan to pay a rent of $250 - $300 per month.

Successful pharmacies are often located near medical services, such as buildings containing doctors' offices. (Hospitals usually have their own pharmacies.) You should avoid competitors of all kinds--both other pharmacies and stores that specialize in your non-drug merchandise--but you should try to locate near busy and prosperous stores that are not competitors.

A location in or near a high-density neighborhood--one with many apartment buildings--will usually provide the most business, since most of your customers will come form the area of your store. You will have more prescription business in a neighborhood with many old people.

* * * * * * * *

Some of the characteristics of a good location for a pharmacy are listed below:

- No nearby competitors
- Near medical services
- Near busy, prosperous stores
- On a well-traveled street, with plenty of foot traffic
- Corner location
- Adequate water and electrical wiring
- Near public transportation
- Building in good condition
- In a high-density neighborhood
- Rent of $250 - $350
- Approximately 3,500 square feet of space

You probably will not find a location with all of these features, but you should choose one with as many of them as possible.

LIST OF BUSINESS SITES FOR RENT

The classified ads section of the metropolitan newspaper contains the following advertisements for business sites for rent in the Brentwood area.

Location #1: For Rent immediately, choice retail site. Ground level. 3900 sq. ft. 4122 West Main Street (southeast corner of Main and Center). $500/month, 10 year lease.

Location #2: Brentwood. Now available. Exciting store building. 3500 sq. ft. 4022 West Adams (southeast corner of Adams and Park). $350/month, 5 year lease.

Location #3: 3800 sq. ft. of beautiful retail space in Brentwood area. 4413 West Main Street (midblock). $375/month, 5 year lease.

Location #4: 3500 sq. ft. of selling space at street level. 355 South Center Street (midblock). $300/month, 5 year lease.

Location #5: Exceptional opportunity for retail store seeking location. 3000 sq. ft. Brentwood area. 325 South Smith Street (northeast corner of Smith and Pine). $200/month, 2 year lease.

Location #6: Call today. 3700 sq. ft. Available immediately. 3918 West Washington (midblock). $350/month, 5 year lease.

Location #7: Prime location in Brentwood district. Suitable for retail store. 4000 sq. ft. 202 North Center Street (northwest corner of Center and Washington). $400/month, 5 year lease.

Location #8: Brentwood. Must see to believe. 3822 West Main Street (southeast corner of Main and Allen). 3500 sq. ft. $200/month, 1 year lease. Next door location also available, partition removable: 3816 West Main Street, 1500 sq. ft. Rent for both together $290, 1 year lease.

Location #9: 4000 sq. ft. of store waiting for an entrepreneur. Brentwood area. 4522 West Maple (southeast corner of Maple and MacArthur). $350/month, 5 year lease.

SYLVESTER CIRCLE
MONROE
MADISON
JEFFERSON
ADAMS
WASHINGTON
RANDOLPH ROAD
WINCHESTER ST.
CUMMINGS STREET
FREEWAY
N
SMITH
SMITH
ALLEN
BARTLETT
HONEYCUTT AVENUE
STEVENS LANE
200 N
300 N.
North
100 N.
STREET
MAIN
STREET
West
East
PARK AVENUE
BALMORAL BOULEVARD
ST. MARY'S PARKWAY
ELM
STREET
CENTER
100 S.
ELM
200 S.
South
MAPLE
MAPLE
300 S.
400 S.
PINE
PINE
SMITH STREET
ALLEN STREET
BARTLETT STREET
PERKINS STREET
HIGH STREET
MACARTHUR ROAD
MCGREW PLACE
COLLEGE
AVENUE
UNIVERSITY
Brentwood
54
55
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INSTRUCTIONS FOR INFORMATION-GATHERING

1. Introduction

Each partnership will have 160 time units to spend in gathering information. You should use all of your time units; there's no advantage in saving them up or using fewer of them. Each unit corresponds to 15 minutes, so all 160 of them represent a full 40-hour week.

Beyond what you already know about the locations, there are eight other sources of information for each one. You must spend a certain number of time units to get information from each source. The following list tells us what the sources are and how many time units you must spend to get information from them:

SOURCE OF INFORMATION	TIME UNITS
CHAMBER OF COMMERCE MAPS	8
DRIVE PAST LOCATION	2
INFORMATION SHEETS:	
PERSONAL INSPECTION OF BUILDING	4
WALKING TOUR OF NEIGHBORHOOD	4
CITY PLANNING OFFICE	4
VISIT WITH FORMER TENANT	8
VISITS WITH NEIGHBORS	10
FOLLOW-UP VISITS TO LOCATION	10

2. Explanation

The Chamber of Commerce maps show crime rates, bus routes, age and family status of residents, and average income of residents in different parts of Brentwood. The Chamber of Commerce maps may be kept.

The Drive Past Location maps give the information you could get by driving past the location in your car. This information is in the form of a detailed map of the area around the store for rent. The "drive past location" maps may also be kept.

The rest of the information about the specific location is in the form of the following Information Sheets. An information sheet must be returned after it is used.

- Personal Inspection of Building gives the facts you could discover by going inside the building and looking around.

- Walking Tour of Neighborhood tells the things you could find out by walking around the area of the store.

- Visit with Former Tenant gives the facts you could find out by visiting and talking to the last person to do business at the site.

- Visits with Neighbors tells the things you could find out by talking to neighboring businesspersons, residents of the area, and people on the street.

- City Planning Office gives information about zoning and plans for urban renewal or construction in the area.

- Follow-up Visits to Location gives information you could get by returning to the area several times to make observations.

Players will discover that some locations are in need of repairs--repainting, rewiring, and so forth. In some cases, the owner of the building will make the repairs; in others, the tenant must make them. If you rent a building which you are required to repair, you will have to pay for the repairs.

In this game, it will cost:

- $250 to repaint a building,

- $100 to replaster,

- $250 for new flooring,

- $100 for new windows,

- $100 for extermination,

- $250 for extra plumbing, and

- $500 for structural changes to a building.

The amount you must pay for insurance will vary, depending on the crime rate in the area where you locate:

- $200 if the crime rate is low,

- $300 if it is medium, and

- $400 if it is high.

INFORMATION-GATHERING CHECKLIST

Type of Business: _____

Partners' Names: _____

Information sources used:

_____ Chamber of Commerce maps

Location #1

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #2

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #3

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #4

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #5

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #6

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #7

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #8

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

_____ Visits with Neighbors

_____ Follow-up Visits to Location

Location #9

_____ Drive Past Location

_____ Personal Inspection of Building

_____ Walking Tour of Neighborhood

_____ City Planning Office

_____ Visit with Former Tenant

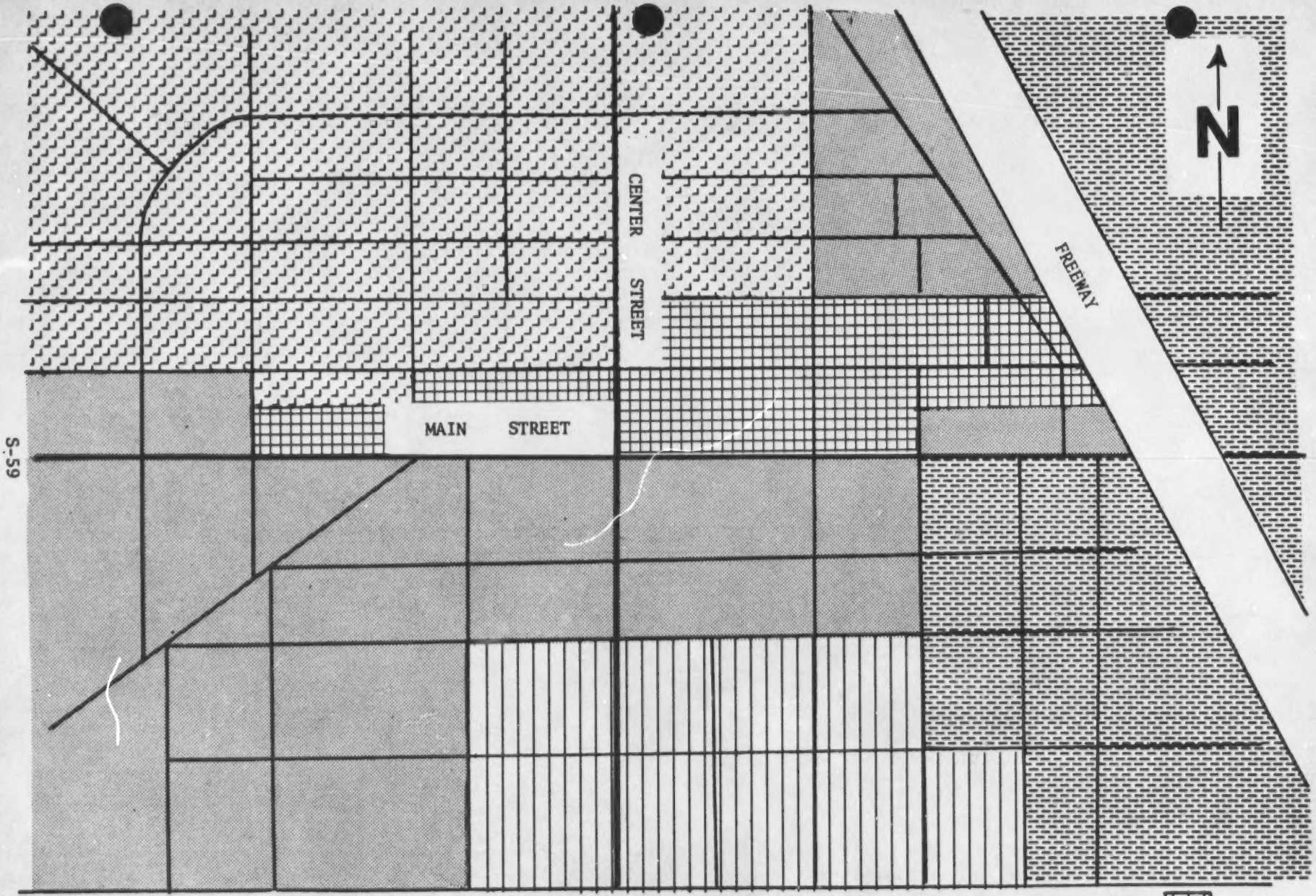
_____ Visits with Neighbors

_____ Follow-up Visits to Location

TIME UNITS

Use this page to keep track of the time units you use. You have 160 time units available.

160



S-59

LOCATION DECISIONS -- AVERAGE AGE AND FAMILY STATUS

Old, Single; Families of All Ages

Middle-Aged and Old Families

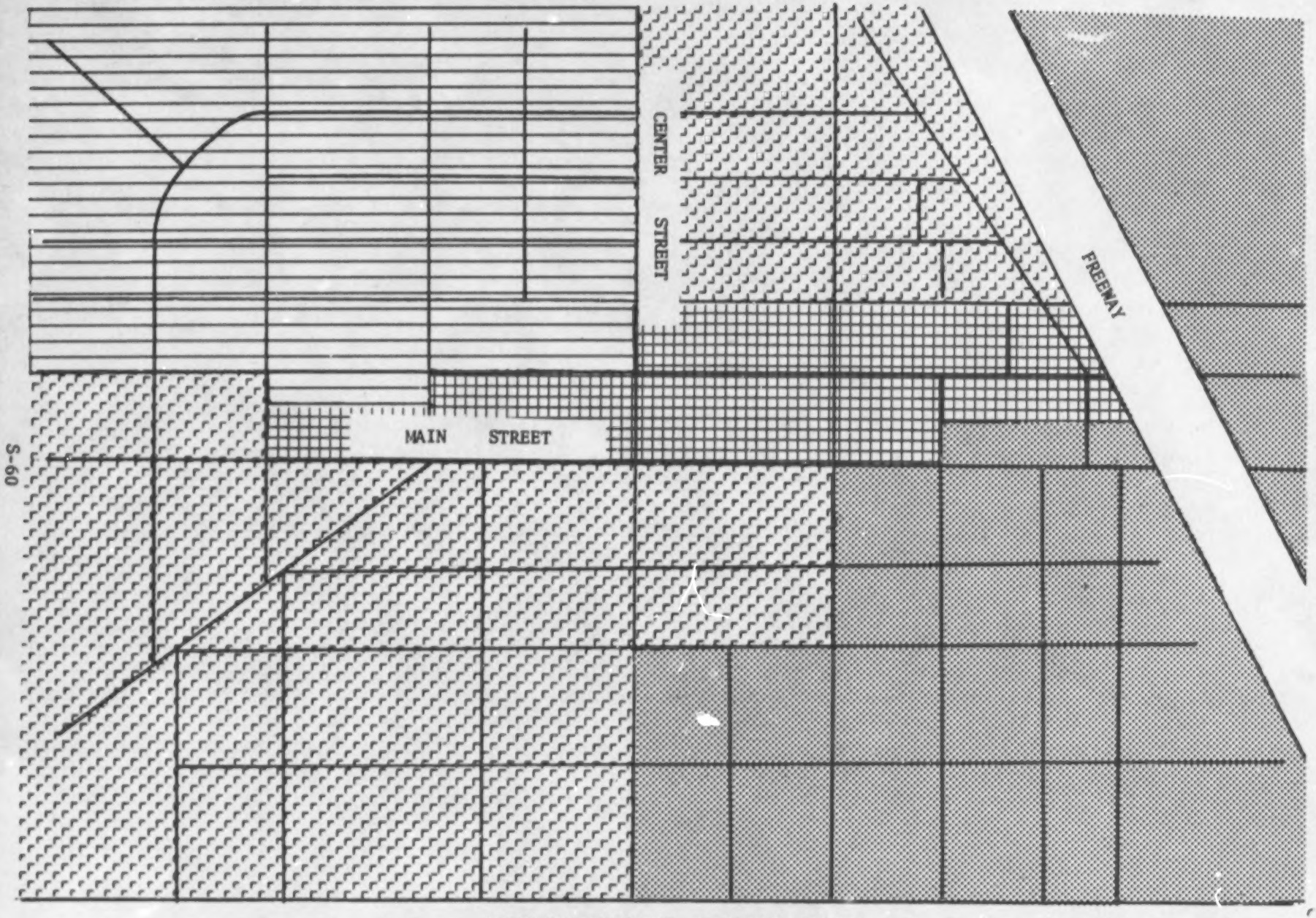
Business District

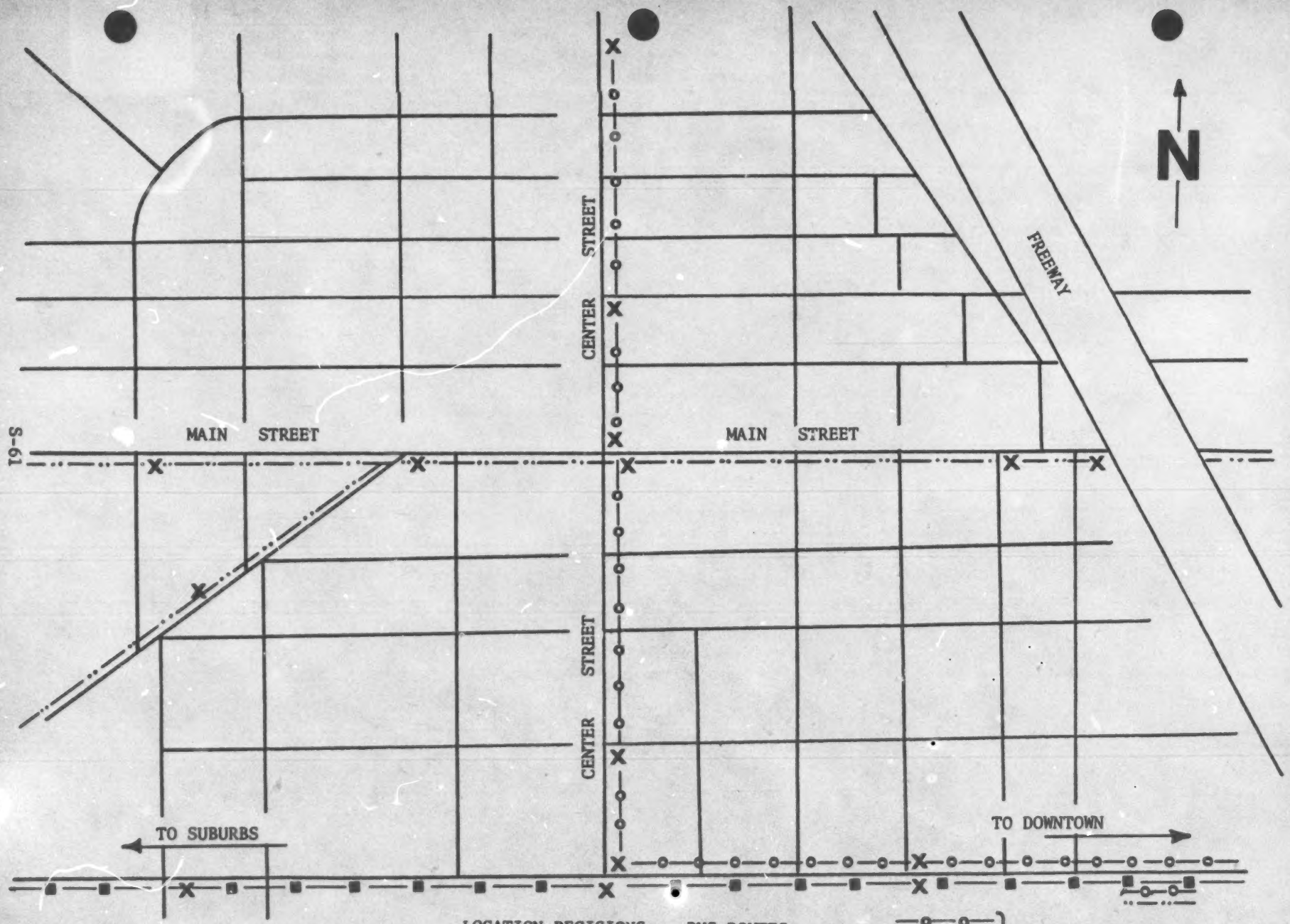
Young, Single

Young and Middle-Aged Families

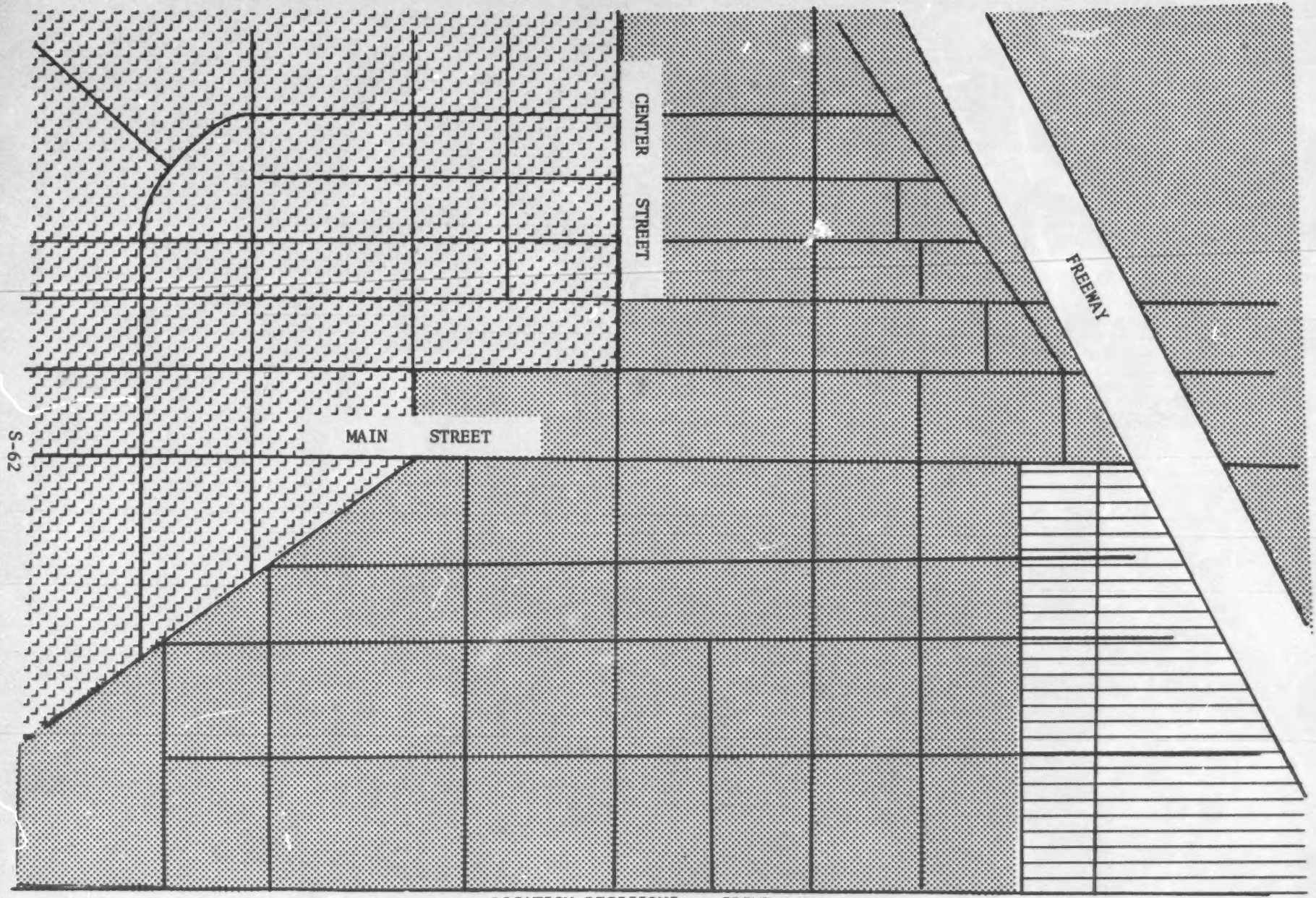
63

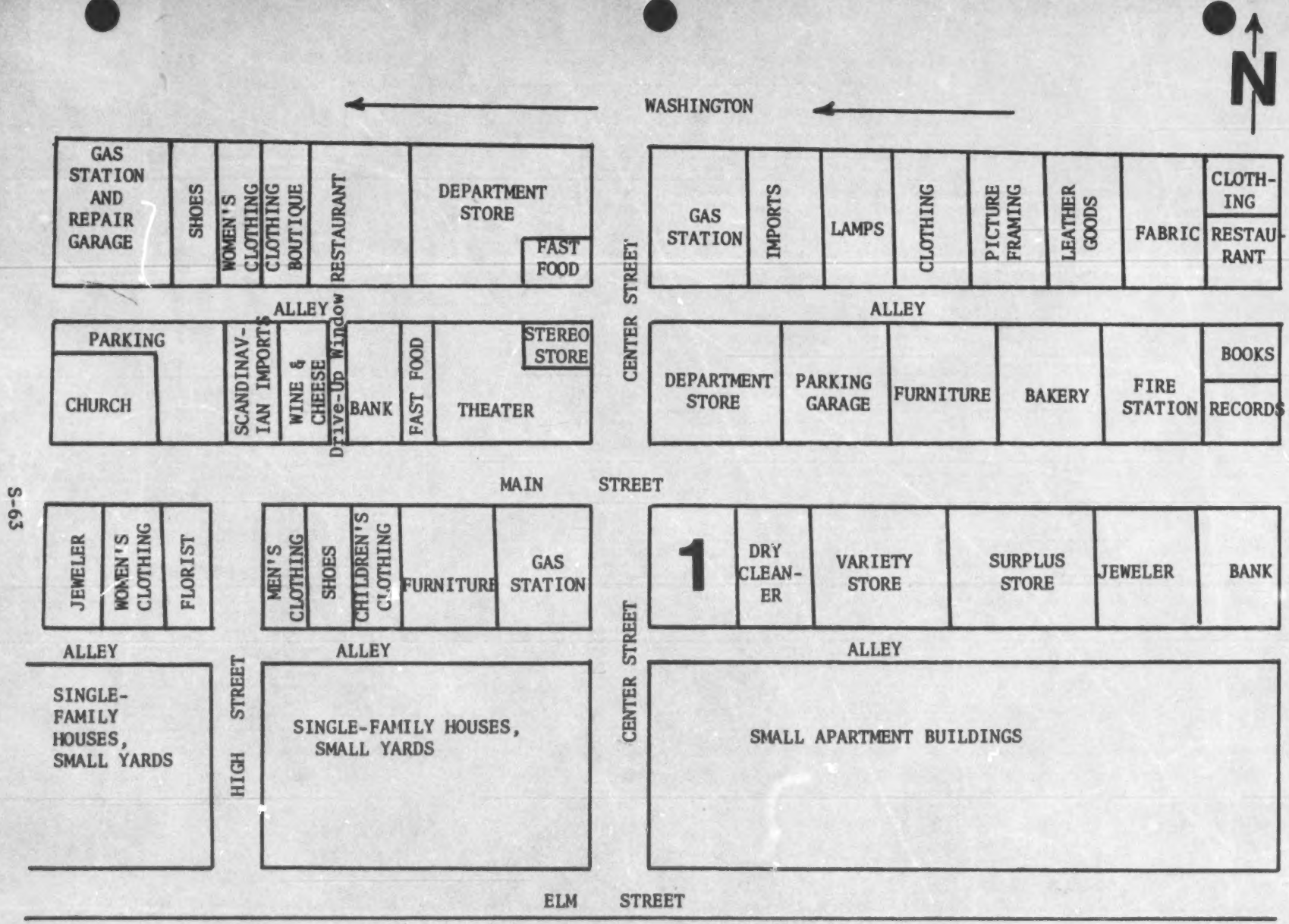
64


CENTER STREET
FREEWAY
MAIN STREET
S-60
LOCATION DECISIONS -- AVERAGE INCOME
65
gh
Medium
Low
Business District, No Residents

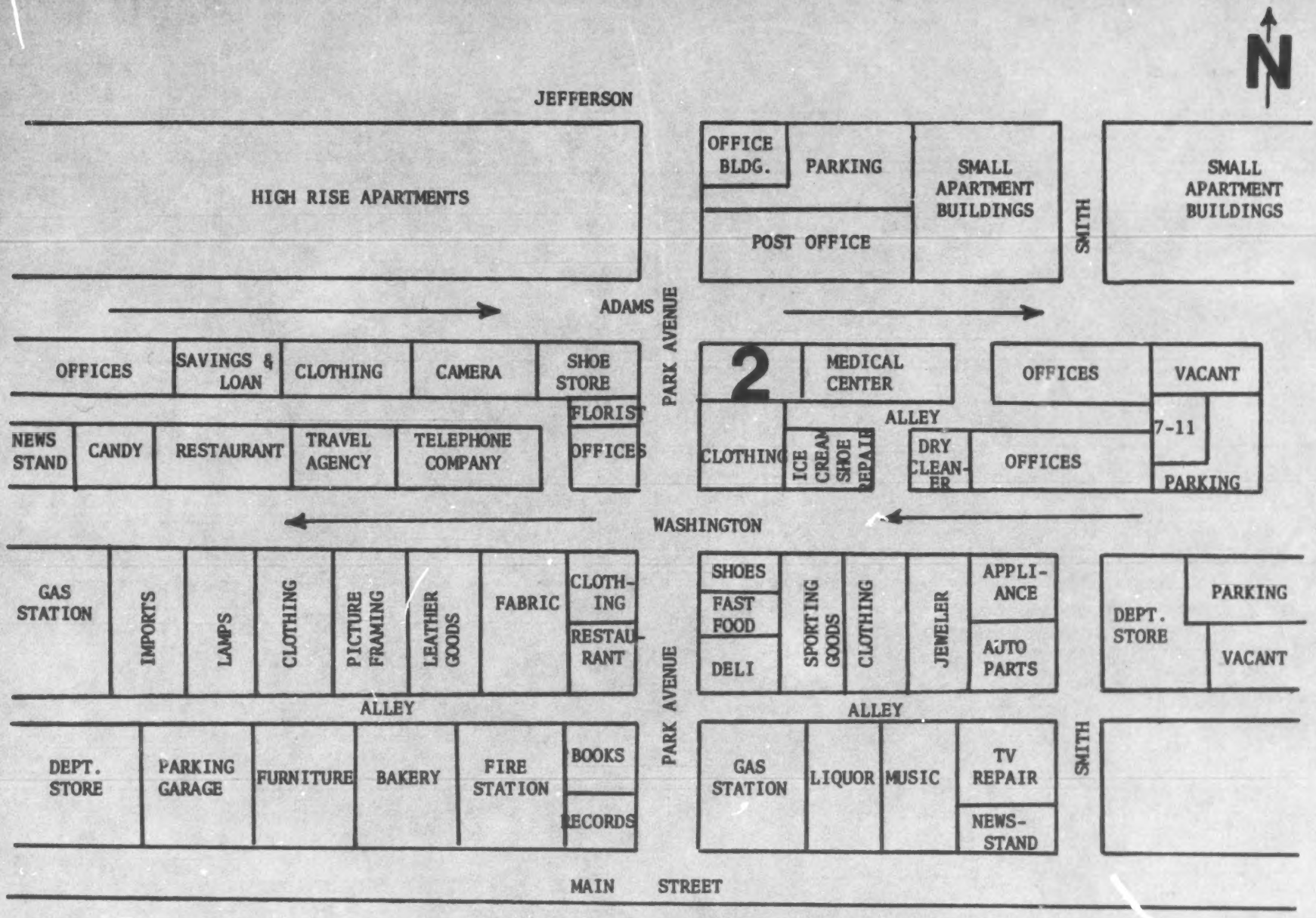


LOCATION DECISIONS -- BUS ROUTES


CENTER STREET
FREEWAY
MAIN STREET
S-62
LOCATION DECISIONS -- CRIME RATE
High
Low



Location Decisions -- Drive Past Location Map



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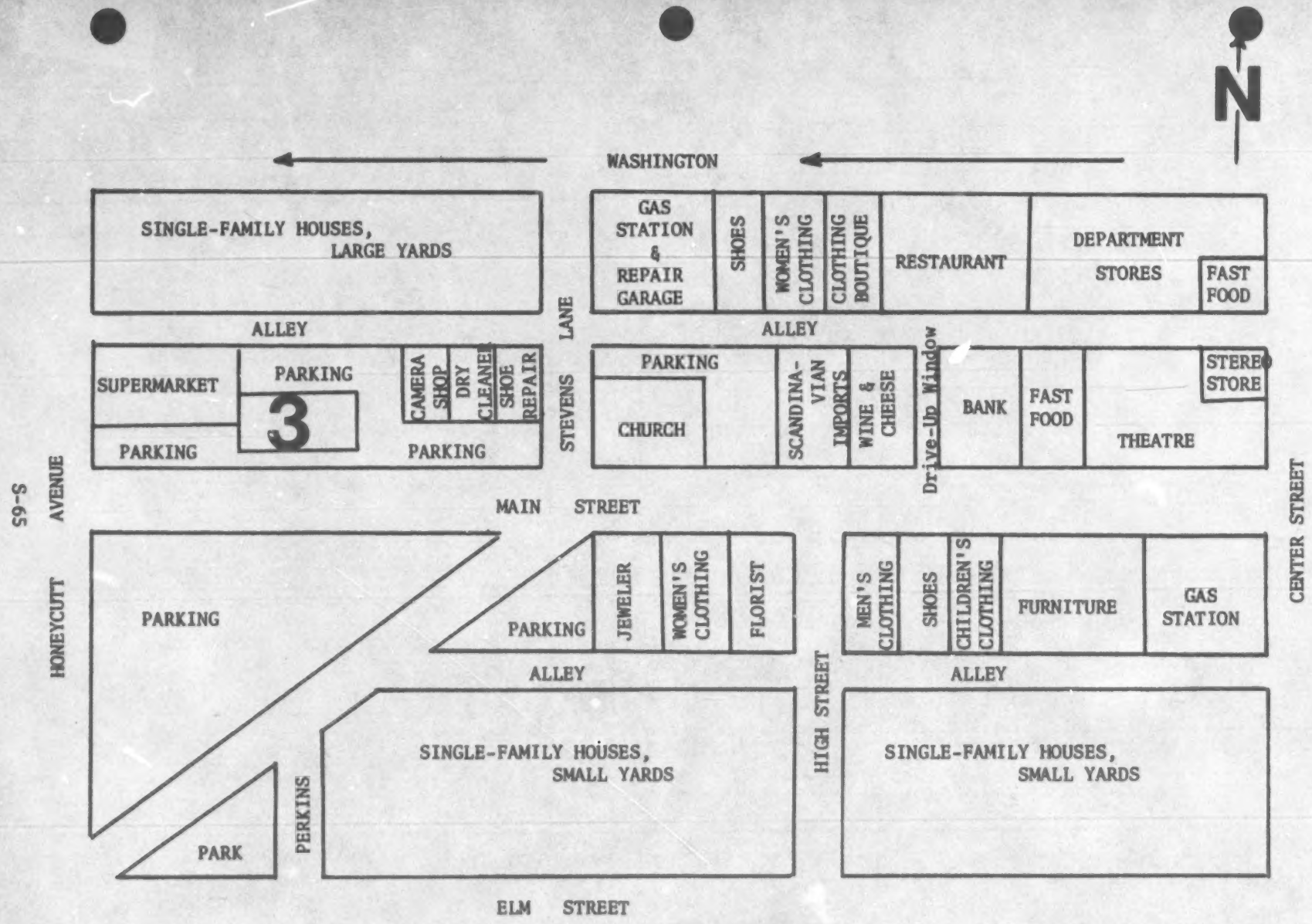
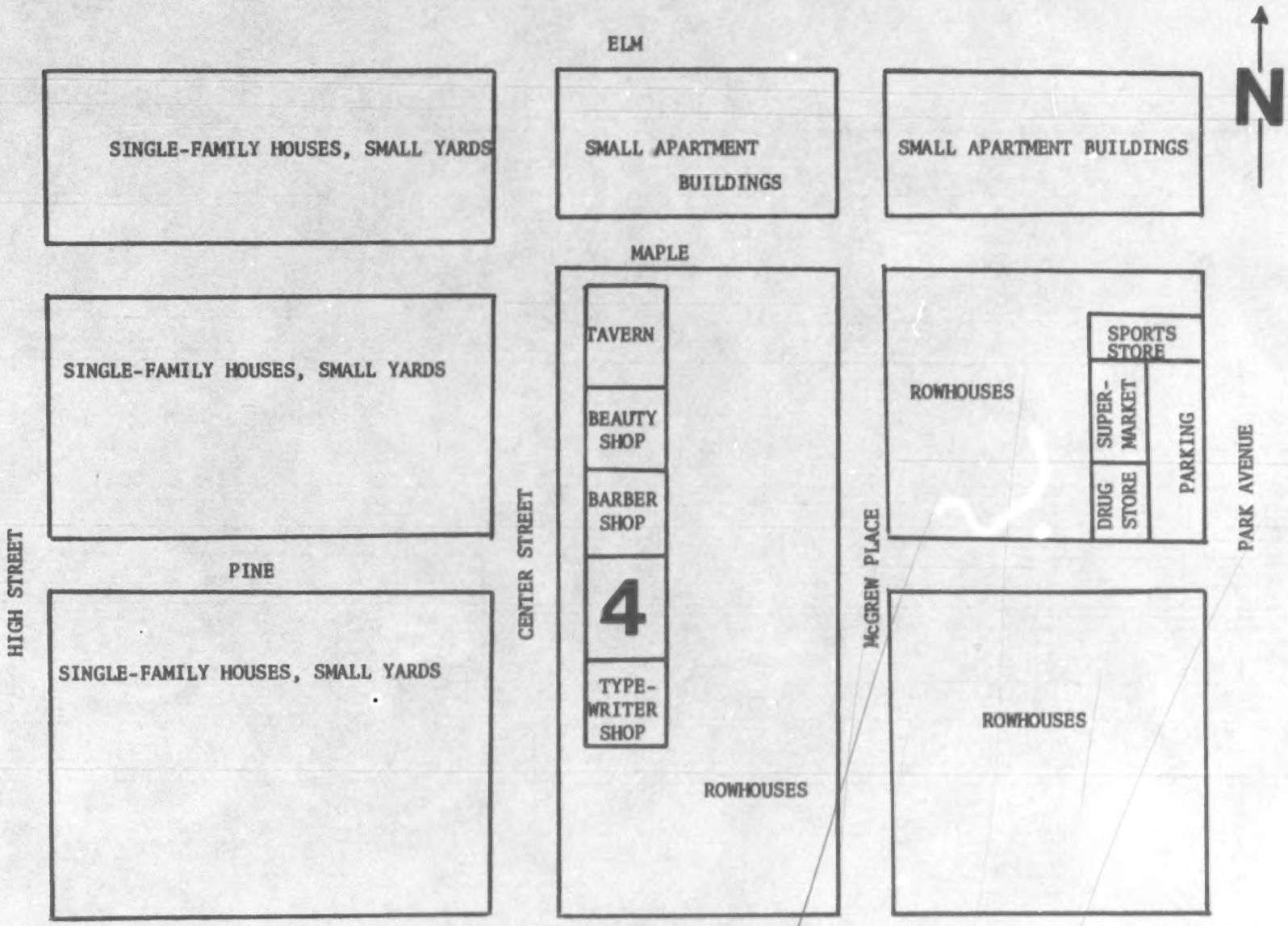
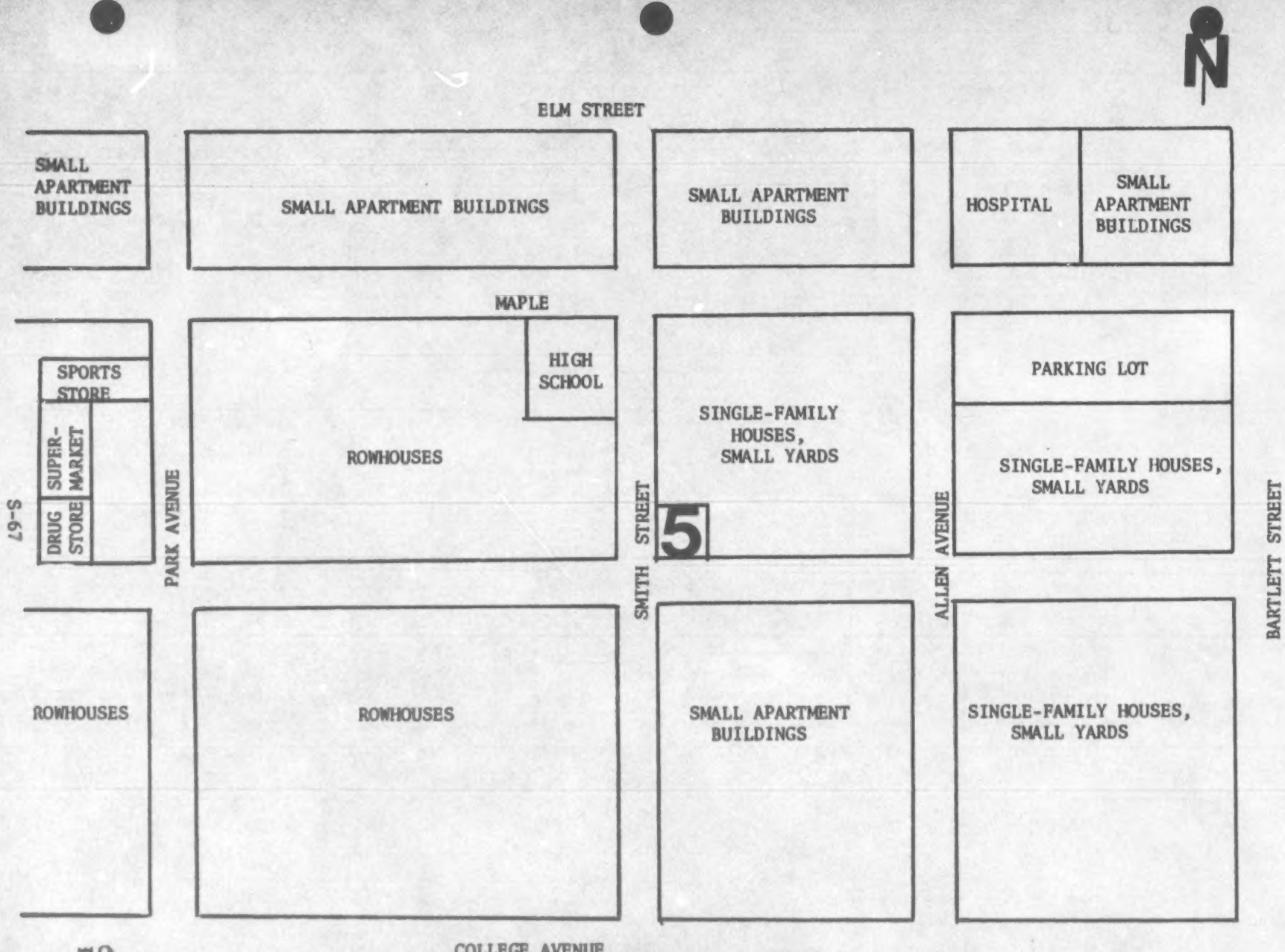
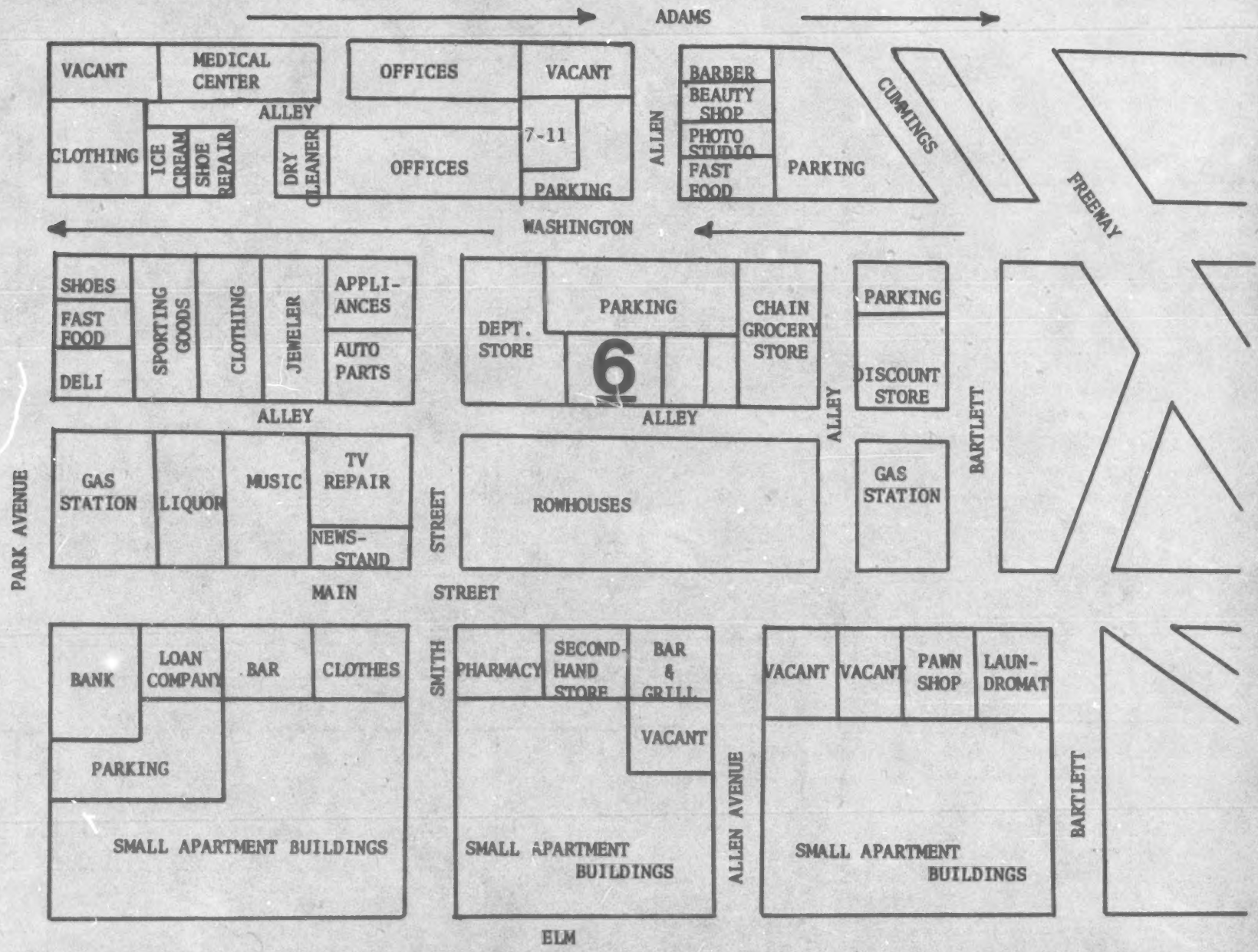


Location Decisions -- Drive Past Location Map

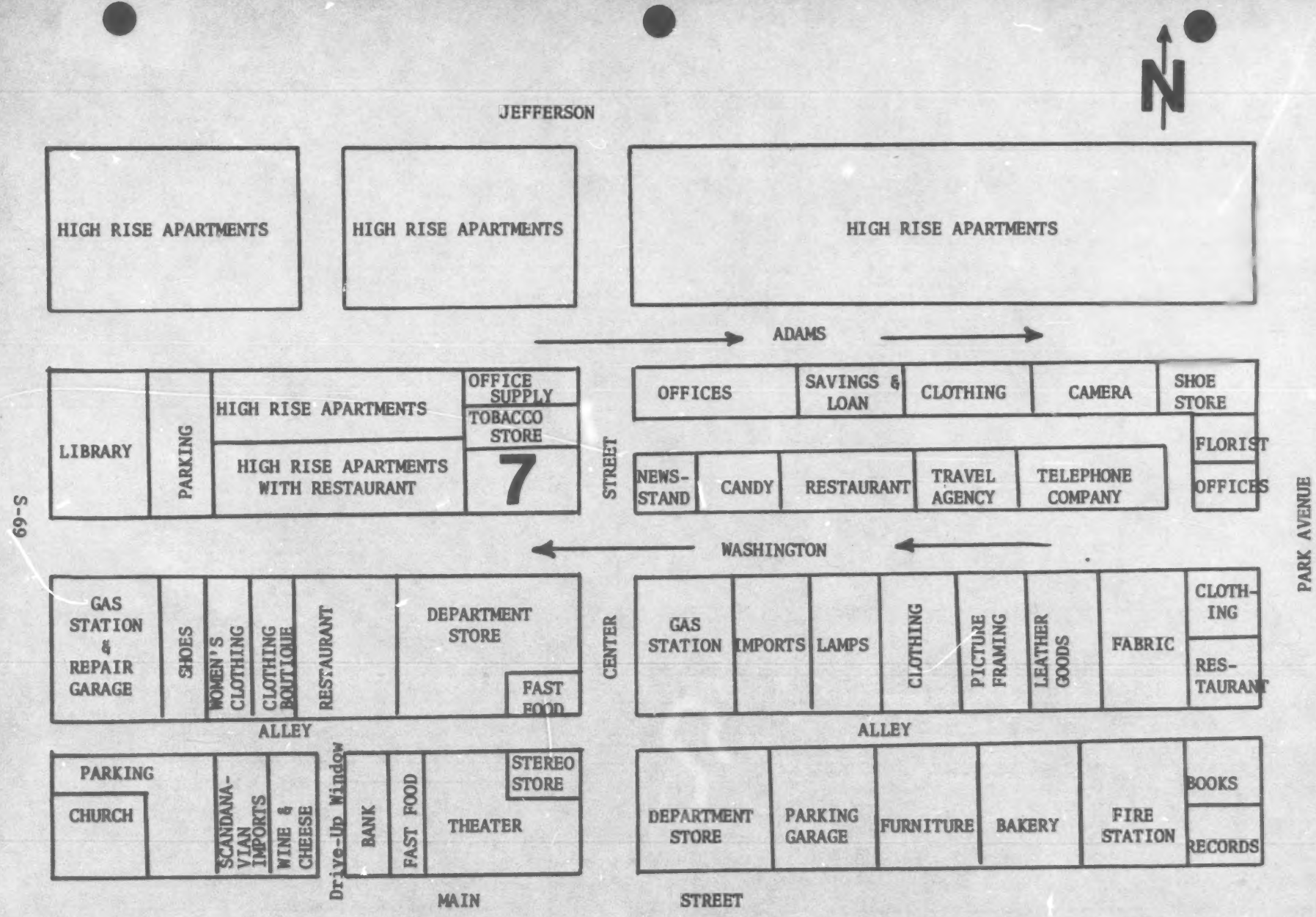

ELM
SINGLE-FAMILY HOUSES, SMALL YARDS
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
N
MAPLE
SINGLE-FAMILY HOUSES, SMALL YARDS
TAVERN
BEAUTY SHOP
BARBER SHOP
4
TYPE-WRITER SHOP
ROWHOUSES
ROWHOUSES
SPORTS STORE
SUPER-MARKET
DRUG STORE
PARKING
99-S
HIGH STREET
PINE
CENTER STREET
McGREW PLACE
PARK AVENUE
SINGLE-FAMILY HOUSES, SMALL YARDS
ROWHOUSES
COLLEGE AVENUE
77
78
Location Decision
Drive Past Location Map



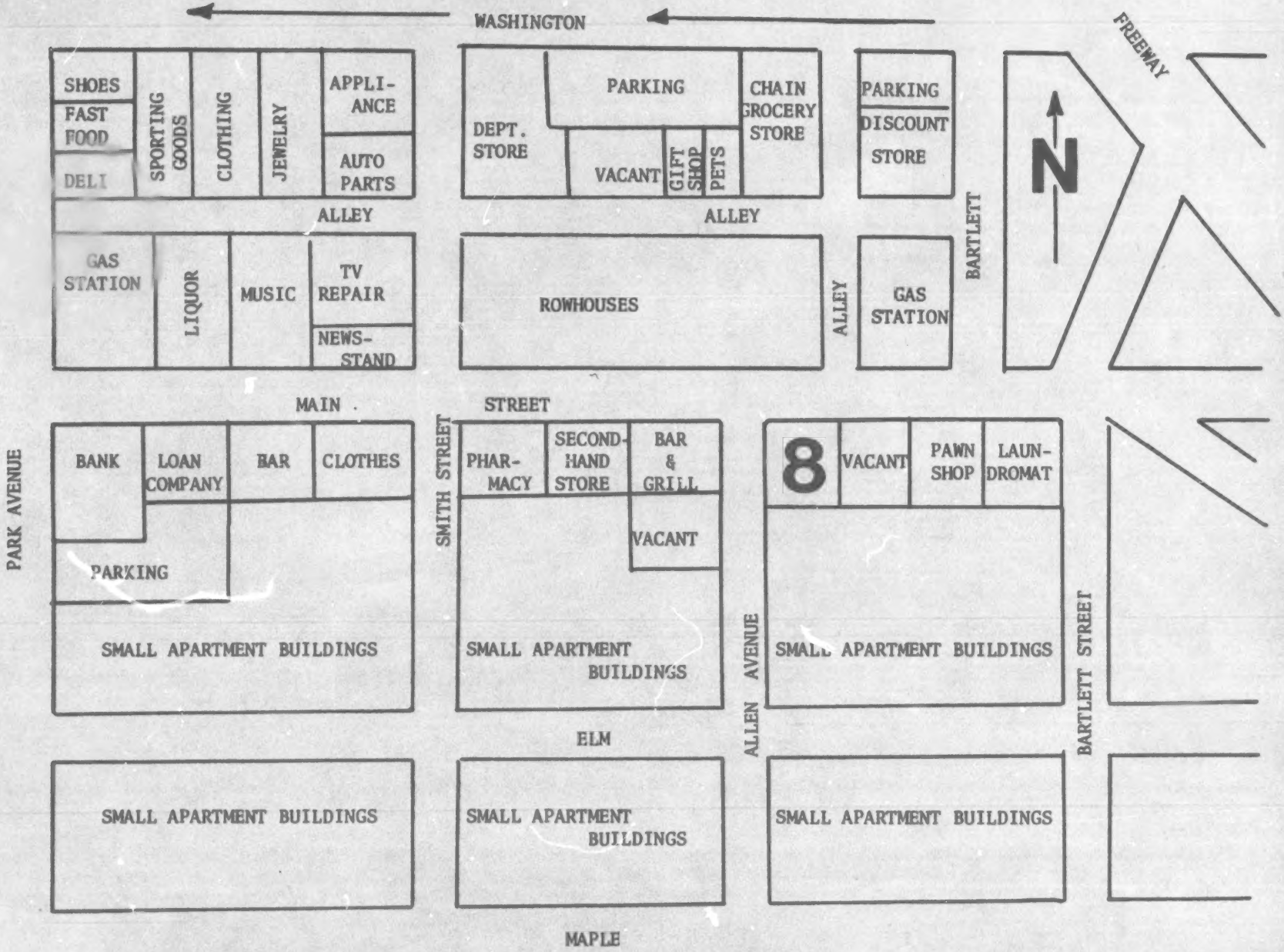
Location Decisions -- Drive Past Location Map


ADAMS
VACANT
MEDICAL CENTER
OFFICES
VACANT
BARBER
BEAUTY SHOP
PHOTO STUDIO
FAST FOOD
PARKING
CUMMINGS
FREEWAY
ALLEY
CLOTHING
ICE CREAM
SHOE REPAIR
DRY CLEANER
OFFICES
7-11
PARKING
ALLEN
WASHINGTON
SHOES
FAST FOOD
DELI
SPORTING GOODS
CLOTHING
JEWELER
APPLI-ANCES
AUTO PARTS
ALLEY
DEPT. STORE
PARKING
6
CHAIN GROCERY STORE
ALLEY
PARKING
DISCOUNT STORE
BARTLETT
GAS STATION
LIQUOR
MUSIC
TV REPAIR
NEWS-STAND
PARK AVENUE
STREET
ROWHOUSES
GAS STATION
MAIN STREET
BANK
LOAN COMPANY
BAR
CLOTHES
PARKING
SMALL APARTMENT BUILDINGS
SMITH
PHARMACY
SECOND-HAND STORE
BAR & GRILL
VACANT
SMALL APARTMENT BUILDINGS
ALLEN AVENUE
VACANT
VACANT
PAWN SHOP
LAUN-DROMAT
SMALL APARTMENT BUILDINGS
BARTLETT
ELM

S-68



Location Decisions -- Drive Past Location Map


WASHINGTON
FREEWAY
SHOES
FAST FOOD
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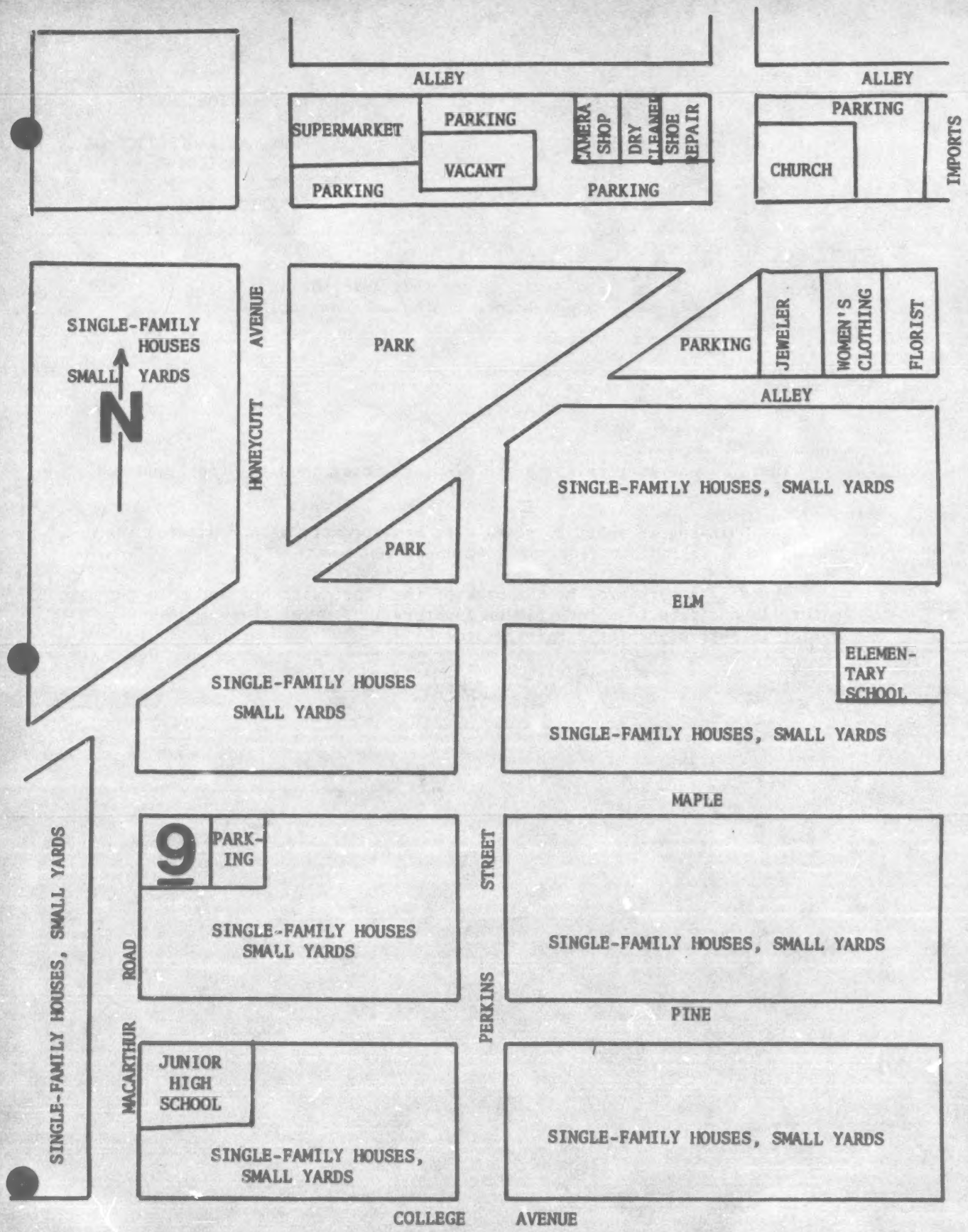
SPORTING GOODS
CLOTHING
JEWELRY
APPLI-ANCE
AUTO PARTS
ALLEY
DEPT. STORE
PARKING
VACANT
GIFT SHOP
PETS
CHAIN GROCERY STORE
ALLEY
PARKING
DISCOUNT STORE
BARTLETT
N
GAS STATION
LIQUOR
MUSIC
TV REPAIR
NEWS-STAND
ROWHOUSES
ALLEY
GAS STATION
MAIN STREET
PARK AVENUE
BANK
LOAN COMPANY
BAR
CLOTHES
PARKING
SMALL APARTMENT BUILDINGS
SMITH STREET
PHAR-MACY
SECOND-HAND STORE
BAR & GRILL
VACANT
SMALL APARTMENT BUILDINGS
8
VACANT
PAWN SHOP
LAUN-DROMAT
SMALL APARTMENT BUILDINGS
ALLEN AVENUE
BARTLETT STREET
ELM
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
SMALL APARTMENT BUILDINGS
MAPLE

S-70



Location Decisions -- Drive Past Location Map

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INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There is one large plate glass display window on Main Street and two small ones on Center Street.

The building is about 20 years old, has recently been repainted inside and out, has a linoleum floor in good condition.

There is a work area at the back of the store with hot and cold running water, in addition to a combination lavatory/janitorial closet. The electrical wiring is sufficient for a refrigerator.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There are two large display windows on Adams Street and space for the name of the store on the Park Avenue side of the building.

The building is about 14 years old, recently repainted, with a new linoleum floor.

There is a work area designed for a pharmacy at the back of the store with counters, storage space, and hot and cold running water. The wiring is sufficient for a refrigerator, and the outlets are conveniently located.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There are two large display windows across the front of the store.

The building is in good repair but will need repainting soon.

The plumbing in the building consists of two employee restrooms, a large utility sink, and a janitor's closet with sink, all at the back of the store. The building is wired for refrigerated display cases.

The real estate agent tells you the owner of the building will repaint the store and make any changes you need in the plumbing, wiring, or interior.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 4

The store has a generally dingy appearance and is in need of painting. It has two large front display windows and an old linoleum floor.

The store has a small work area at the back with hot and cold running water. It has apparently been wired for a refrigerator.

The real estate agent tells you the owner will replace the flooring and repaint.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There is one large display window across the front of the store.

The store appears slightly run-down from the outside. Inside, it needs a new coat of paint and a new floor covering.

The store has hot and cold running water and has been wired to handle refrigerated display cases.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 4

The store has large display windows across the entire front and a large space for the store name across the top. There is no sign at the curb and no room for one.

The store's exterior is in good shape, although somewhat outmoded. Inside, it needs repainting and plaster has fallen from the ceiling.

The store has hot and cold running water in the employee restroom and in a small utility sink in the broom closet. It is not wired for refrigeration units.

INFORMATION SHEETS

PERSONAL INSPECTION OF BUILDING

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 4

The entrance is at the corner of the building. There are display windows on both Washington and Center Streets.

The store is about 10 years old, has been recently repainted inside and out, and has a new linoleum floor.

The store has hot and cold running water at several locations and has been wired for refrigeration units.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNTS: 4

The store is extremely run-down. The front display windows have been broken out and boarded up, while the inside is filled with dirt and debris and needs repainting and replastering.

The store has hot and cold running water at the back. The electrical wiring appears to be in pretty bad shape.

You notice a large hole in the floorboards near the rear of the store and hear scurrying sounds under the floor.

The store next door is in slightly better condition. The front display window has been covered with boards but is intact. The store needs repainting but not replastering. Its only plumbing is a small lavatory at the back.

INFORMATION SHEET

PERSONAL INSPECTION OF BUILDING

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There are large display windows across the front of the store. One of them has been broken and is boarded up.

The building has running water in an employees' restroom and utility sink, and is wired for refrigerated display cases.

There are several large holes in the plaster on one wall. The interior of the store has been extensively defaced with several colors of spray paint.

The floor is dirty but in good repair.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile and foot traffic in front of the store is heavy from both directions.

The cleaners, variety store, bakery, and gas station are full of customers at 5:00 p.m. Other nearby stores do not seem so busy.

During the rush hour, parking is prohibited on Main Street, but permitted (at meters) on Center. During the rest of the day, one hour parking (at meters) is permitted on Main.

You notice a sign on the parking garage which reads, "Two hours free parking with purchase of $5.00 or more at Blank's Department Store."

Left turns are prohibited from all four directions at the corner of Main and Center.

The department store is part of a local chain selling mainly clothing and shoes.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one afternoon at 5:00.

The clothing and shoe stores are practically empty, but there are several customers in the flower shop.

Automobile traffic is heavy on Adams and moderate on Park, but foot traffic is rather light.

There is a stoplight with pedestrian crosswalks at the corner of Park and Adams.

Parking is not permitted on Adams Street. There are two one-hour parking meters on the west side of Park; the rest of the block is a loading and delivery zone. There are four one-hour parking meters on the east side of Park.

There is an underground parking garage at the medical center for patients only.

You notice a sign at the entrance to the parking lot behind the post office: "Parking for Post Office patrons only. All others will be towed at owner's expense."

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic on Main Street is very heavy, with a line of cars backed up waiting to turn onto St. Mary's Parkway.

All the nearby stores are very busy.

There is a stoplight at the corner of Main Street and St. Mary's Parkway. Left turns are not permitted from St. Mary's Parkway onto Main Street.

Parking is prohibited on the north side of Main Street between Stevens Lane and Honeycutt Avenue at all times. Two-hour parking is permitted at meters on the south side of Main Street, except during the morning rush hour.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile traffic on Center Street is heavy and foot traffic is moderate.

The beauty and barber shops are closed for the day, the typewriter shop is just closing, and the tavern has about 10 customers.

Parking is permitted all day on both sides of Center Street between Maple and College Avenue. There are meters (maximum 1 hour) on the east side of the street, none on the west side.

There is a stoplight at Center Street and College Avenue and stop signs on Maple and Pine at Center Street.

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INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Foot and automobile traffic is light on both Smith Street and Pine.

Parking is prohibited in front of the high school. Otherwise, parking is permitted on Pine and Smith.

There is a stop sign on Pine at Smith Street.

The "300" blocks of Smith and Allen Avenue and the "3900" blocks of Pine and Maple are made up of small, old houses built close together. There are small, slightly run-down apartment houses in the "400" blocks of Smith Street and Allen Avenue.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic on Washington and foot traffic in front of the store are both moderate.

The parking lot is crowded at the grocery store end, but only half full otherwise.

The supermarket and grocery store are full of customers, and the department store has a small number of customers. The pet shop and gift shop each only have 1 or 2 customers.

There are 2 parking spaces (at meters) on the south side of Washington in front of the supermarket.

There is a stoplight at the intersection of Washington, Bartlett, and Cummings.

The department store is 3 stories high, while the rest of the stores in the block are only 1 story high. The department store is part of a national chain carrying a wide variety of moderately priced merchandise.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one afternoon at 5:00.

Automobile traffic is moderate on Washington and heavy on Center, and foot traffic is heavy on both streets.

All the stores in the area seem to be full of customers.

There is a stoplight at the corner of Washington and Center.

Parking is not permitted on Washington between Stevens Lane and Center Street. There are 4 parking meters on each side of Center Street between Washington and Adams. They may not be used during the morning or evening rush hours.

There is a sign at the entrance to the parking lot behind the library which reads, "Parking for library staff members and patrons only. All others will be towed at owner's expense."

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Traffic is backed up on Main Street from the Freeway entrance to Smith Street. Two cars are waiting on Allen Avenue to turn right onto Main. There is almost no foot traffic in the area.

The pawn shop and secondhand store are closed, and there is no one in the laundromat. The bar and grill has about 10 customers.

There is a stoplight at Main Street and Bartlett Street, and a stop sign on Allen at Main.

INFORMATION SHEET

WALKING TOUR OF
NEIGHBORHOOD

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 4

You visit the location one day at 5:00 p.m.

Automobile and foot traffic are light on MacArthur Road and Maple, while automobile traffic is moderately heavy on St. Mary's Parkway.

You visit the row of stores on Main Street between Honeycutt Avenue and Stevens Lane and find that the supermarket is large, modern, and apparently well-managed. It is full of customers. The other stores in the block are busy.

There are stop signs on Maple at MacArthur Road and on MacArthur Road at St. Mary's Parkway.

Parking is permitted on all surrounding streets.

The parking lot next to the store could use resurfacing.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 4

No urban renewal is planned for the area of Location 1.

There are no special laws governing size or location of signs on buildings in the area of Location 1.

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INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 4

No urban renewal action is planned for the area of Location 2.

Signs projecting more than one foot from any side of the building are prohibited on Adams Street.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 4

No street widening or urban renewal projects are planned for the area of Location 3.

There are no restrictions as to size or location of signs on buildings in the area of Location 3.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 4

The possibility of widening the street (Center Street) between College Avenue and Main Street is being studied. The widening would narrow the sidewalk on the east side of Center but would not affect the buildings.

No urban renewal is planned for the area of Location 4.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 4

The hospital on Allen Avenue has an option on the property on the west side of Allen Avenue, between Maple and Pine. (This does not include the property on the east side of Smith Street between Maple and Pine.)

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There are no restrictions on the size or location of signs on buildings in the area of Location 6.

No urban renewal is contemplated for Location 6's block. There is a possibility of urban renewal on the south side of Main Street between Smith and Bartlett, however.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 4

Signs projecting more than 10 inches from any side of the building are prohibited on Washington between Stevens Lane and Park Avenue.

No urban renewal or street widening is planned for the area.

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INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNITS: 4

There are no restrictions on the size or location of signs on buildings in the area of Location 8.

An urban renewal project is being considered for Main Street between the Freeway and Smith Street.

INFORMATION SHEET

CITY PLANNING OFFICE

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 4

Signs must be attached to the building itself and may not project more than six feet over the sidewalk in the area of Location 9.

No urban renewal is planned for the area. There is a request pending to allow construction of a small apartment building on College Avenue, between Perkins and MacArthur.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a gift shop owner, tells you:

- She closed because of family problems.
- Her store was in Location 1 for just over a year.
- The tenant before her was a florist who moved to Florida because his business dropped sharply. She thinks it was because a new flower shop opened one block up the street.
- The landlord is very strict about receiving the rent on time, but very responsive to tenant requests.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a pharmacist, tells you:

- He has just retired. He did not sell his business intact because his son, who is a pharmacist in the next town, wanted to buy his equipment and inventory.
- Most doctors in the medical center recommended him to their patients.
- The building is owned by the same company that owns the medical center.
- He opened his pharmacy there when the building was completed 14 years ago.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a grocer, tells you:

- His business failed because of competition from the new supermarket next door. He couldn't price things as low as they did.
- The building has always been a grocery store, as far as he knows.
- The building has just been taken over by a new landlord, about whom he knows nothing.
- The building got a new roof 2 years ago.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a hardware store owner, tells you:

- She closed 9 months ago because she couldn't do enough volume.
- She thinks the tenant before her was a pharmacist, but doesn't know his name or why he closed.
- The store needs rewiring if you plan to use refrigerated or lighted display cases.
- The whole block of stores was recently bought by a local businessman.

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INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a snack shop operator, tells you:

- She closed her shop because the rising price of food and other supplies made it impossible for her to make a profit.
- She closed her shop three months ago, but business had been bad for about a year before that.
- The drug store on Park Avenue opened a snack bar about 18 months ago. "A lot of the students started going over there instead of coming to my shop."
- She'd been in the same location for 15 years. "Kids nowadays don't eat as much as they used to."
- The property is owned by a man who lives two blocks away but doesn't have enough money to spend on improvements.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a sporting goods store owner, tells you:

- He moved up the street because he needed a larger store to expand into more camping equipment.
- He was in Location 6 for 10 years; he started his business there.
- All the stores between the department store and the grocery store are owned by an out-of-state company. They leave all repairs and maintenance to the tenants.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenants were co-owners of a restaurant.

The first of the restaurant owners you contact is not anxious to talk to you. He says the whole thing was a bad experience and he just wants to forget it.

The other restaurant owner tells you:

- She should never have tried to open a restaurant. She feels the location was a good one, but she and her partner lacked the management skills needed to run the business.
- The building is owned by a development corporation. They are not very personable landlords, but they maintain the building well.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a former grocer, tells you:

- He went out of business because he couldn't compete with the supermarket on Washington, and he'd been robbed three times in one year.
- The landlord lives in another state and will do nothing to repair the store.
- He thinks the area is going downhill. Most of the old merchants he knew for years have moved away. The pharmacist in the next block is the only one left.

INFORMATION SHEET

VISIT WITH FORMER TENANT

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 8

The last tenant, a grocer, tells you:

- He was hounded out of the neighborhood by a woman who got mad at him for sending her unpaid account to a collection agency.
- A lot of students from the junior high used to come to the store to buy candy and soft drinks.
- He feels the supermarket on Main Street hurt his business.
- The building is owned by a man who leaves improvements to his tenants.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The gas station manager says he's only been working at that station six months. He knows only that Location 1 has been vacant about three weeks.

The manager of the dry cleaner next door tells you:

- He thinks there have been two different stores in Location 1 in the last three years.
- The last store in Location 1 was a gift shop. He doesn't think it did enough volume to afford the rent.
- The tenant before the gift shop was a florist who had been in the same location for 15 years. The owner decided to move to Florida.

The manager of the variety store tells you he does most of his business in the late afternooon and on Saturdays.

The manager of the parking garage tells you that you can join his "Park and Shop" plan; you pay a fee which entitles your customers to free parking in his garage.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The clothing store owner tells you:

- The building was recently vacated by a pharmacist who retired and sold his equipment and inventory to his son in the next town.
- The pharmacist had been in the building since it was built.
- The store has only been vacant for 10 days.
- Workers from the office building across the street park their cars on both sides of Park and feed the parking meters all day.

The owners of the clothing and shoe stores tell you that most of their weekday business comes from the office buildings in the area, and most of their Saturday business from the nearby apartment buildings.

A receptionist in the medical center tells you the doctors there are hoping that a pharmacist will move into Location 2.

The florist tells you the pharmacist was widely known and very popular with the workers in the office buildings in the area.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The camera store owner, dry cleaner, and shoe repairman all tell you their business has increased since the supermarket was built about a year ago.

The owner of the camera shop tells you:

- The building has been vacant for several months--he's not sure just how many.
- The last tenant was an independent grocery store, who went out of business six months after the new supermarket was built.
- He remembers the building being re-roofed about two years ago.

The supermarket manager tells you:

- The last tenant was a grocery store that went out of business because it wasn't up-to-date enough.
- He's anxious for Location 3 to be rented because he feels having a vacant building next door is hurting his business slightly.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The owner of the typewriter shop says:

- Location 4 has been vacant ever since he moved in 8 months ago.
- Most of his business comes from the university--both students and faculty.

The barber next door says there have been 3 stores in Location 4 in the 5 years he has been in his store--a hardware store, a pharmacy, and a shoe store.

- The hardware store closed about 9 months ago after being in business less than two years. He thinks the neighborhood didn't really need a hardware store.
- He doesn't remember why the pharmacy closed, but he knows it lasted less than a year because it opened right after Christmas one year and was gone by the next Christmas.
- The shoe store was there when he moved in 5 years ago. It closed about a year later when the owner died.
- Most of his business comes from the neighborhood across Center Street, with some students from the university.
- Most of the parking spaces on the west side of Center are usually occupied by residents' cars.

The beauty shop owner says most of her business comes from the neighborhood, with a few faculty members from the university and an occasional student.

The tavern owner says that most of his business comes from students, especially late at night.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 10

Ms. Miller, who lives next door to the store, tells you:

- The last tenant was a soda and snack shop.
- The soda shop closed about three months ago. She doesn't know why it went out of business.
- A lot of high school students used to hang around the soda shop after school and at lunchtime.
- Most of the parking spaces on Smith Street and on Maple and Pine between Smith and Allen are used by high school students during the day and by residents of the area at night.

A woman sitting on her front porch around the corner from the store says she does most of her grocery shopping at the supermarket on Park, even small emergency purchases.

A high school student sitting on the front lawn of the school having a Coke and potato chips at lunchtime tells you he bought them at the supermarket on Park.

A group of high school students tells you they usually eat lunch at the drug store on Park Avenue.

Mr. Frederick, who lives down the street from Location 5, tells you the hospital has been talking about buying the whole block, tearing it down, and putting in a parking lot. The neighborhood association is ready to fight if they try to.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The gift shop owner tells you:

- The last tenant was a sporting goods store that moved to a new location 2 months ago.
- The sporting goods store was there when he moved in 3 years ago.
- He thinks the sporting goods store owner got a chance to rent a better building.
- The block was busier before the sporting goods store left.
- He would like to retire in a year or so, but can't decide whether to sell his business intact or liquidate it.

The pet shop owner says:

- He's been in the same location for 15 years. He sells a lot of small dogs, goldfish, and birds to young families and elderly people from the general neighborhood. "People even come to my store from the new high rises west of Center," he says.
- He doesn't consider the gift shop a very strong neighbor because it does a low volume. "It's really too ritzy for the neighborhood," he insists.

The manager of the department store is not in when you call to see him.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The tobacco store owner says:

- The last two tenants were a restaurant and an ice cream parlor.
- The restaurant closed about a month ago. He thinks the young man and young women who owned it did not have enough experience in the restaurant business.
- The restuarant was only in business for about 9 months.
- The ice cream parlor closed about a year ago, after being in business for 2 years. He thinks there was too much competition in the area.
- Most of the business comes from the nearby high rise apartments and office buildings.

The newsstand proprietor tells you the same things as the tobacco store owner. He thinks the ice cream parlor's prices were too high.

The restaurant owner next door tells you his biggest problem is the lack of parking. He depends on people who work in the area and residents of the building for most of his business, but would like to attract more people from outside the area.

The stationery store manager tells you his best customers are the companies in the office buildings in the area, but he gets a lot of walk-in business for cards, gift wrap, stationery, and school supplies.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNITS: 10

The bartender tells you:

- Location 8 has been vacant for over a year. The last tenant was a "mom and pop" grocery store.
- The grocery store owners closed the shop after being robbed 3 times in 1 year.
- The store next to him has been vacant for about 2 years. It used to be a laundry.
- Most of his clients are neighborhood men who stop off on their way home from work or spend the evening there.

The pawn shop owner says the store next to Location 8 has been vacant about 18 months. It used to be a shoe repair shop.

The pharmacist tells you he plans to retire in 6 months; he says his business has been declining for several years.

INFORMATION SHEET

VISITS WITH NEIGHBORS

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 10

A woman who lives next door to the store tells you it was a grocery store until 3 months ago. She says the building was vandalized a couple of weeks after the grocery store closed. The vandals were a group of junior high school students. The grocery store had a reputation for overcharging, and most of the neighborhood residents started shopping at the new supermarket on Main Street when it opened.

A man walking his dog in front of the store tells you the grocery store had the rudest cashiers he's even seen. The store always seemed to be out of the items it advertised as specials.

A woman who lives down the street tells you the grocer was sued by a family who got food poisoning from his potato salad. She thinks the lawsuit is what put him out of business.

A young man who lives across the street tells you most of the houses in the area have garages and there are always parking spaces on the street.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #1

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile and foot traffic on both Center and Main Streets is fairly heavy at all times. The volume of traffic increases somewhat on both streets during the morning and evening rush hours.

All of the nearby stores seem to attract steady numbers of customers. The furniture stores never seem especially busy, however.

The gas station and the fast food shop stay open until 10:00 p.m. The department store closes at 6:00, except on Monday and Friday nights, when it stays open until 9:00. The variety store stays open until 9:00, except on Saturday, when it closes at 6:00. The rest of the stores in the area close at 6:00.

The neighborhood south of Elm Street and west of Center Street is made up of single-family houses with small yards. The neighborhood south of Elm Street and east of Center Street is made up of small apartment buildings, rowhouses, and single-family houses with small yards.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #2

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Adams is heavy during the evening rush hour, moderate at other times. Traffic on Park Avenue is moderate at all times. Foot traffic is heaviest at mid-day, but considerable all day long, especially along the south side of Adams and the east side of Park. Foot traffic in the area slows down considerably after 5:00 p.m.

The clothing store and the shoe store across the street are both very busy, especially during the noon hour. The florist seems busiest at the beginning of the evening rush hour.

Most of the stores in the area close at 6:00 p.m. However, the ice cream store stays open until 10:00, and the restaurants serve until 10:00 on weekdays, midnight on Friday and Saturday. The clothing and shoe stores all stay open until 9:00 p.m. on Monday and Friday.

The neighborhood east of Park Avenue and north of Jefferson is made up of small apartment buildings. The neighborhood between Park Avenue and Center Street north of Jefferson is made up of townhouses.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #3

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Main Street is fairly heavy at all times, increasing somewhat during morning and evening rush hours. Foot traffic is fairly heavy between the supermarket and the row of shops on the other side of Location 3. Otherwise, there is little foot traffic on the street.

All of the nearby stores are busy throughout the day. The supermarket stays open until 9:00 p.m., while the other three stores close at 6:00 p.m.

The neighborhood west of Stevens Lane and north of Washington is made up of single-family houses with large yards. Between Stevens Lane and Center Street north of Washington there are high rise apartment buildings. The neighborhood south of Main Street and west of Center Street is made up entirely of single-family houses with small yards. There are also houses with small yards between Main Street and Washington west of Honeycutt Avenue.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #4

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Center Street is moderately heavy at all times, increasing somewhat during the morning and evening rush hours. Foot traffic is moderate at all times.

The barber and beauty shops usually have at least two customers, the typewriter shop is often empty, and the tavern does most of its business late at night. The barber and beauty shops both close at 5:00 and the typewriter shop at 5:30.

The neighborhood west of High Street is made up of single-family houses with small yards. East of Park Avenue there are rowhouses, small apartment buildings, and single-family houses with small yards.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #5

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Foot and automobile traffic is light on both Smith Street and Pine, except at the beginning and end of the school day and during the noon hour.

At lunchtime there are many high school students in the supermarket and drug store on Park Avenue. At other times of the day, the supermarket and drug store on Park Avenue seem moderately busy.

The supermarket and drug store on Park Avenue both close at 7:00, except on Friday, when they stay open until 9:00.

The neighborhood east of Bartlett Street and south of Maple is made up of single-family houses with small yards. East of Bartlett Street and north of Maple there are small apartment buildings.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #6

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Washington is moderate at most times and heavy during the morning rush hour. Foot traffic is moderate to heavy within Location 6's small shopping center.

The stores do most of their business on Saturdays. During the week the supermarket is busiest in the late afternoon and early evening, while the department store does most of its business in the late morning and early afternoon and on Monday and Friday nights when it is open until 9:00.

The supermarket stays open until 10:00 nightly. The pet shop and gift shop close at 6:00, except on Friday when they stay open until 9:00.

The neighborhood north of Adams and east of Park Avenue is made up of small apartment buildings. South of Elm and east of Park there are small apartment buildings, rowhouses, and single-family houses with small yards.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #7

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you notice the following: Automobile traffic on Center Street is fairly heavy at all times, increasing somewhat during the rush hours. Automobile traffic on Washington is moderate most of the day, but heavy during the morning rush hour. Foot traffic is moderate to heavy on both streets throughout the day.

The stores in the area seem to do the heaviest business during the noon hour and during the evening rush hour. The department store and the clothing and shoe stores on Washington seem busy all day.

Most of the stores in the area close at 6:00. The department store and the clothing and shoe stores close at 9:00 on Mondays and Fridays. The restaurants are open until 10:00 on weekdays and midnight on Fridays and Saturdays.

The neighborhood between Center Street and Park Avenue north of Jefferson is made up of townhouses. Between Center Street and Stevens Lane north of Jefferson there are high rise apartments.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #8

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you observe the following: Automobile traffic is very heavy on Main Street at all times, with traffic frequently backed up from the Freeway during the rush hours. Automobile traffic on Allan Avenue is light to moderate at all times. There is some foot traffic along Allen, but very little on Main.

There is almost never anyone in the pawn shop, the secondhand store, or the laundromat. The bar and grill seems fairly busy in the evening.

The pawn shop and secondhand store are open at irregular hours--the pawn shop often in the evening. The gas station is open 24 hours a day; the bar and grill stays open very late. The pharmacy closes at 6:00. The supermarket on Washington stays open until 10:00 nightly.

The neighborhood south of Maple and east of Park Avenue is made up of rowhouses and single-family houses with small yards, with a few small apartment buildings.

INFORMATION SHEET

FOLLOW-UP VISITS
TO LOCATION

LOCATION #9

You must return this Information Sheet before taking another one.

TIME UNITS: 10

By visiting the location several times, you observe the following: Automobile traffic is light to moderate on MacArthur Road, light on Maple, and moderate to heavy on St. Mary's Parkway at most times. Foot traffic in the area is light to moderate.

The supermarket on Main Street stays open until 9:00 every night.

All parking spaces on the street on both sides of the store are empty each time you visit.

The neighborhood east of High Street as far as Center Street is made up of single-family houses with small yards. North of Main Street and west of Stevens Lane there are mostly single-family houses with large yards.

FACSIMILES OF CHANCE CARDS

You call the real estate agent and tell her which location you want to rent. She says, "Great! When do you want to take care of the paperwork?"	You call the real estate agent and tell him which location you want to rent. He says, "Fine. Meet me at my office in an hour to sign the lease.
You call the real estate agent and tell him which location you want to rent. He says, "Well, I'm glad we were able to help you find a location. Come in tomorrow and we'll take care of the details."	You call the real estate agent and tell him which location you want to rent. He says, "Finally! I thought you'd never decide. You'd better come in this afternoon to take care of the paperwork."
You call the real estate agent and tell her which location you want to rent. She says, "That's fine. I'm sure you're anxious to get moved in, so we can take care of the paperwork today if you want."	You call the real estate agent and tell her which location you want to rent. She says, "I think you've made a wise choice. When can you come in to sign the lease?"
You call the real estate agent and tell her which location you want to rent. She says, "Okay. I'll bring the lease by for you to sign this evening."	You call the real estate agent and tell him which location you want to rent. He says, "It's yours as soon as you sign the lease."
You call the real estate agent and tell her which location you want to rent. She says, "I'm very sorry, but the location was just rented to someone else an hour ago."	You call the real estate agent and tell him which location you want to rent. He says, "That's too bad. I rented that store to someone else yesterday."

SCORESHEET

Type of Business: _____

Partners' Names: _____

COST BOX

FINANCING		
Personal Resources of Partners	$16,000	
Bank Loan	+ 14,000	
TOTAL STARTING CASH		$30,000
INITIAL COSTS		
Rent and Security Deposit		
One month's rent = _____ x 2 =	_____	
Special Renovation Costs:	+ _____	
Insurance:	+ _____	
Subtotal	_____	
Advertising:	+ 500	
Fixtures and Shop Layout:	+ 5,000	
Initial Inventory:	+ 20,000	
TOTAL INITIAL EXPENDITURES		_____
CASH ON HAND (at least $3,000)		_____

SCORE BOX

Location Score	_____
Time Units Used Score	_____
Total Sales Prospects Score	_____

TIME UNITS USED BOX

Time Units Used	Score
0 - 39	0
40 - 52	4
53 - 64	8
65 - 76	12
77 - 88	16
89 - 100	20
101 - 112	24
113 - 124	28
125 - 136	32
137 - 148	36
149 - 160	40

SALES PROSPECTS BOX

Total Score	Sales Prospects
150 & up	Super
135 - 149	Excellent
120 - 134	Very Good
105 - 119	Good
90 - 104	Fair
89 & Below	Poor

ADMINISTRATOR'S TALLY SHEET

Type of Business: _____

Partners' Names: _____

Total Time Units Used: _____

Locations Selected: _____ _____ _____
First Choice Second Choice Third Choice

Location #	1	2	3	4	5	6	7	8	9	Total
Set of 4 Chamber of Commerce maps 8 TIME UNITS										
Drive Past Location	2	2	2	2	2	2	2	2	2	
INFORMATION SHEETS: Personal Inspection of Building	4	4	4	4	4	4	4	4	4	
Walking Tour of Neighborhood	4	4	4	4	4	4	4	4	4	
City Planning Office	4	4	4	4	4	4	4	4	4	
Visit with Former Tenant	8	8	8	8	8	8	8	8	8	
Visits with Neighbors	10	10	10	10	10	10	10	10	10	
Repeated Visits to Location	10	10	10	10	10	10	10	10	10	

FACSIMILES OF COST CARDS

BUSINESS: Convenience Food Store LOCATION: 1 SCORE: 50 points RENT: $500 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300	BUSINESS: Hardware Store LOCATION: 1 SCORE: 70 points RENT: $500 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300	BUSINESS: Pharmacy LOCATION: 1 SCORE: 60 points RENT: $500 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300
BUSINESS: Convenience Food Store LOCATION: 2 SCORE: 60 points RENT: $350 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300	BUSINESS: Hardware Store LOCATION: 2 SCORE: 45 points RENT: $350 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300	BUSINESS: Pharmacy LOCATION: 2 SCORE: 95 points RENT: $350 per month SPECIAL RENOVATION COSTS: None INSURANCE: $300
BUSINESS: Convenience Food Store LOCATION: 3 SCORE: 40 points RENT: $375 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200	BUSINESS: Hardware Store LOCATION: 3 SCORE: 95 points RENT: $375 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200	BUSINESS: Pharmacy LOCATION: 3 SCORE: 85 points RENT: $375 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200

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FACSIMILES OF COST CARDS (CONT.)

BUSINESS: Convenience Food Store
LOCATION: 4
SCORE: 70 points
RENT: $300 permonth
SPECIAL RENOVATION COSTS: None
INSURANCE: $300 per month

BUSINESS: Hardware Store
LOCATION: 4
SCORE: 60 points
RENT: $300 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300 per month

BUSINESS: Pharmacy
LOCATION: 4
SCORE: 40 points
RENT: $300 per month
SPECIAL RENOVATION COSTS: None
INSURANCE: $300 per month

BUSINESS: Convenience Food Store
LOCATION: 5
SCORE: 85 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

147

BUSINESS: Hardware Store
LOCATION: 5
SCORE: 35 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 5
SCORE: 35 points
RENT: $200 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
New Floor	250
	$500

INSURANCE: $300

148

FACSIMILES OF COST CARDS (CONT.)

BUSINESS: Convenience Food Store LOCATION: 6 SCORE: 35 points RENT: $350 per month SPECIAL RENOVATION COSTS: Replastering $100 Repainting 250 Rewiring 250 $600 INSURANCE: $300	BUSINESS: Hardware Store LOCATION: 6 SCORE: 40 points RENT: $350 per month SPECIAL RENOVATION COSTS: Replastering $100 Repainting 250 $350 INSURANCE: $300	BUSINESS: Pharmacy LOCATION: 6 SCORE: 50 points RENT: $350 per month SPECIAL RENOVATION COSTS: Replastering $100 Repainting 250 Rewiring 250 Plumbing 250 $850 INSURANCE: $300
BUSINESS: Convenience Food Store LOCATION: 7 SCORE: 45 points RENT: $400 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200	BUSINESS: Hardware Store LOCATION: 7 SCORE: 50 points RENT: $400 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200	BUSINESS: Pharmacy LOCATION: 7 SCORE: 70 points RENT: $400 per month SPECIAL RENOVATION COSTS: None INSURANCE: $200

S-133

BUSINESS: Convenience Food Store
LOCATION: 8
SCORE: 25 points

	Location 8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
	$800	$1400
INSURANCE:	$400	$ 400

151

BUSINESS: Hardware Store
LOCATION: 8
SCORE: 25 points

	Location 8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
	$800	$1400
INSURANCE:	$400	$ 400

BUSINESS: Pharmacy
LOCATION: 8
SCORE: 25 points

	Location 8 alone	With store next door
RENT:	$200	$ 290
SPECIAL RENOVATION COSTS:		
New Windows	$100	$ 100
Exterminator	100	100
Rewiring	250	250
Repainting	250	350
Replastering	100	100
Remodeling	0	500
Plumbing	250	250
	$1050	$1650
INSURANCE:	$400	$ 400

152

BUSINESS: Convenience Food Store
LOCATION: 9
SCORE: 70 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
	$450

INSURANCE: $300

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153

BUSINESS: Hardware Store
LOCATION: 9
SCORE: 85 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
	$450

INSURANCE: $300

BUSINESS: Pharmacy
LOCATION: 9
SCORE: 45 points
RENT: $350 per month
SPECIAL RENOVATION COSTS:

Repainting	$250
Window	100
Replastering	100
Plumbing	250
	$700

INSURANCE: $300

154